УПРАВЛЕНИЕ ОБРАЗОВАНИЯ И НАУКИ ЛИПЕЦКОЙ ОБЛАСТИ

####  ГОБПОУ «Липецкий машиностроительный колледж»

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|  | УТВЕРЖДАЮ:Зам. директор колледжа по УР\_\_\_\_\_\_\_\_\_\_\_\_\_Н.Н. Шульгина« *\_\_\_\_* »\_\_\_\_\_\_\_\_\_\_\_\_20\_\_\_ г. |

ПЛАН ОТКРЫТОГО ЗАНЯТИЯ

Предмет: иностранный язык

Тема: “Inventors and their Inventions”

## Рассмотрен на заседании цикловой комиссии

## Протокол № 2 от 26/09/2917

Председатель ЦК \_Кучева Л.А.\_

Составил преподаватель Л.А.Кучева

**Изобретатели и их изобретения.**

ведущие методы: коммуникативный, частично - поисковый.

Урок совершенствования навыков монологической речи.

Предметное содержание речи:

знакомство обучающихся с выдающимися изобретениями и изобретателями, а также достижениями, которые используются в повседневной жизни.

**Цели:**

**Образовательные:**

1. Обеспечить употребление лексики по теме.

2. Практиковать обучающихся в устной речи.

3. Совершенствование произносительных и грамматических навыков говорения.

**Развивающие.**

1. Развитие творческих способностей обучающихся, образного мышления, памяти.

2. Развитие коммуникативной компетенции.

3. Содействовать формированию самостоятельной познавательной деятельности.

**Воспитательные:**

1.Развитие творческих способностей обучающихся

2. Развитие положительной мотивации и познавательного интереса к изучаемому материалу и процессу учебной деятельности.

3. Воспитание толерантного отношения к другому мнению.

4. Содействовать формированию патриотических чувств.

**Сопутствующая задача:**

развитие умения читать с детальным пониманием содержания и с целью извлечения конкретной информации.

**Оборудование:**

Раздаточный материал, ММП.

Речевой материал: лексический - слова по теме

продуктивный: монолог по теме.

**Lesson Procedure.**

**I. Teacher's Introductory Word. Aims.**

**T:** Good morning! I'm glad to see you. I invite you to take part in the lesson devoted to inventions and inventors. You'll learn a lot of useful information about achievements of scientists from different countries. Also you'll have plenty of practice in translation. I hope that by the end of the lesson you'll improve your translation skills.

**II. Warm up.**

T – Look at the table. You can see a bowl covered with a napkin. Guess what is inside it. Ask me some questions about it.

P1 – What size is it?

T – It can be either small or large.

P2 – What colour is it?

T – It can be green, yellow, red.

P3 – Is it eatable?

T – Yes, it is. And it is very tasty.

P4 – Is it a fruit or a vegetable?

T – It’s a fruit.

P5 – “Is it an apple?

T – Yes, my congratulations! And it has helped to make a discovery – **the law of universal gravity** as you have said. Who made this discovery?

S. Isaak Newton.

T. You are right. And now try to guess the theme of our lesson for today.

S. Discoveries.

S. Inventions.

T. The theme of our lesson is **Inventors and their Inventions**.

**III.**

1. **T:** It's interesting for me what inventions you have at home.

**ST-s:** phone, tv, refrigerator, vacuum cleaner...

**T:**Now answer my questions, please.

1. What units and machines do you use in your household?

2. What do you use for watching films?

3. What do you use for calling anybody who is far from you?

4. What do you use for cleaning rooms?

5. What gadget do you use for taking photos?

6. What do you use for listening music?

**St.**1. I use many of them: a car, a computer, a refrigerator, a vacuum cleaner and so on.

**T:** I see. **What is the most useful thing for your mother?**

**S** 2: In my opinion, it is a cooker.

**T:What unit or machine can't you do without?**

**S3:** It's my computer.

**T:What thing can't your father live without?**

**S4:** Without TV, to my mind.

**T:** **What thing do you use every day?**

**S5:** I think, it's my mobile phone.

**T:** **What is the most useless thing in your household?**

**S7:** It's a video recorder.

**T:** **What is your favourite unit?**

**S:** I think, it's my walkman, I'm fond of Listening to music.

**T:** What about you?

**S:** I like to play computer games.

**2.**

**T:** By the end of the 20th century lot's of inventions have been made. Some of them become so commonplace that it is difficult to imagine them as inventions.

**a)** **Have a look at the picture and say what inventions have been made by the end of the 20th century. Which of them have become commonplace?**

**b) Match the words and definitions**

1. a TV set

2. a car

3. a computer

4. a video recorder

5. a camera

6. a vacuum cleaner

7. a fridge

8. a mobile phone

9. a plane

10. a telephone

a) to have fun and entertain

b) to move whenever you want by yourself

c) to write programs, play games, find and use information

d) to watch pre-recorded videos

e) to take photographs

f) to perform everyday cleaning tasks

g)to keep food fresh for a long time

h)a system for sending or receiving speech over long distance

i) to move fast and quickly around the world

j) to receive or make calls around the home

**3. Different inventions were made in different periods of human history.**

* **In what sequence were the following inventions made?**

What do you think?

**Model:***“I think that first …****was invented****.
…****was invented*** *later.”*

|  |  |
| --- | --- |
| **Photocopier** |  **Electric cell** |
| G.C. Beidler | Alexander Volta |
| The USA | Italy  |
|  1903 |  1800 |
| **Kodak camera** | **Laser** |
| George Eastman | Theodore H. Maiman |
| The USA | The USA |
| 1888 |  1960 |
| **Telegraph** | **Telescope** |
| Samuel F.B. Morse | Hans Lippershey |
|  The USA1837 | The Netherlands1608 |
| **Tyres** | **Typewriter** |
| Joy Boyd Dunlop | Christopher Shoules |
| Scotland | The USA |
| 1888 | 1860 |
| **Lego bricks** | **Trainers** |
| Ole Kirst Christiansen | Companies Nike, Reebok, Adidas |
| Denmark | The USA, Germany |
| 1955 | The early 80s |
| **Frozen food** | **Canned food** |
| Clarence Birdseye | Henry John Heinz  |
| Canada | The USA |
| 1914-1917 | 1869 |
| **Steam engine** | **Diesel** |
| James Watt | Rudolph Diesel |
| Scotland | Germany |
| 1765 | 1892 |
| **Digital stereo sound system** | **Videocassette tape recorder system** |
| The BBC | Sony |
| Great Вritain | Japan |
| 1990 | 1975 |
|  **Match** | **Dynamite** |
| John Walker | Alfred Nobel |
| England | Sweden |
| 1827 | 1867 |
| **Hamburger** | **Instant coffee** |
| McDonald | Nestle |
| The USA | Sweden |
| 1954 | 1937 |
| **Colour television** | **Helicopter** |
| John Lodgie Baird | I. Sykorsky |
| Scotland | Russia |
| 1928 | 1939 |

**4.T.** I see. Well, you use many units and machines. **And do you know the names of people who invented them?**

**S:** I'd name such of them as Alexander Graham Bell, Karl Benz, Thomas Alva Edison, Frenz and Yаkovlevan so on.

**T:** Important inventions were made in different countries**. What are some of these inventions? Who invented them? Where?**

Today we'll speak about inventions and inventors. We have learned some facts about useful inventions which were made in the long history of mankind. Most of them have really brought us comfort and convenience. We cannot imagine our life without electric lamps, cars, telephones. TV sets or computers. You know about talented inventors, some of them are Russians, we are proud of them. Now let's read some information about other inventors and their inventions.

**A)Now read the text and name the most important invention to your mind.**

You have 10 minutes.

**B) Try to guess the name of inventor reading about his invention. Look at the table.**

**Who invented this?**

**5.**

**A) Which thing is the most or least useful in the house from your point of view?**

1. I think that ....is the most important thing.

2. We can ...

3. Some of the inventions, for example ..is less important.

4. We do not often ...

5. And I'm sure we can do without ...

**B)Are inventions always good for people? What do you think? Look at the table and say what are advantages and disadvantages of some inventions.**

**What inventions have been made by the end of the 20th century?**

1. .... had been invented by the end of the ... century.

2. ... had been patented in ... .

3. ... had been produced in ... .

4. ... had been designed in ... .

**6. Conclusion.**

**T:** People have invented a lot of useful things to make their life more comfortable. Almost every day a new technique or product appears in the world. But we always need something more useful, more effective and more comfortable. If you could invent anything you like, what would it be? What do you know about such inventions?

**7. Homework.**

 What would you like to invent? Make up a project. If you like you may work in groups.

**8.** Thank you for your work today. I'm very satisfied with your answers.

Your marks for today are ...

**9. Reflexion.**

Do you like our lesson? What do like? What don't you like?

Thank you very much. The lesson is over. You may be free.

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| Время | Этап урока | Деятельность преподавателя | Деятельность обучающегося | Оснащение |
| 2 мин | Орг. моммент | -Good afternoon!-I'm glad to see you. -Who is on duty today?-What date is it today?-Who is absent? | Обучающийся отвечает на вопросы преподавателя:-Good afternoon!-We are glad to see you too-I'm on duty today-Today is ...-Nobody is absent | доска |
| 3 мин. | Постановка цели и задач урока. Мотивация учебной деятельности обучающихся | – Look at the table. You can see a bowl covered with a napkin. Guess what is inside it. Ask me some questions about it. | Задают вопросы | Предмет-загадка |
| 3 мин. | Активизация лексики по теме  | What inventions do you have at home?What is the most useful thing for your mother?What unit or machine can't you do without?What thing can't your father live without?What thing do you use every day?What is the most useless thing in your household?What is your favourite unit? | Обучающиеся отвечают на вопросы преподавателя по темеIn my opinion, it is…to my mind,without … | презентация |
| 5 мин. | Проверка домашнего задания. | Match the words and definitionsWhich thing is the most or least useful in the house from your point of view? | Фронтальный письменный опрос. Обучающиеся выполняют письменные упражнения.Oтвечают на вопрос | презентация |
| 10 мин. | Предтекстовые упражнения | Different inventions were made in different periods of human history. • In what sequence were the following inventions made? | Обучающиеся выполняют задания устно: “I think that first …was invented.…was invented later.” | презентация  |
| 15 мин | Обучающее чтение | Now read the text and name the most important invention to your mind. | Читают текст, отвечают на вопрос. | Раздаточный материал. |
| 25 мин. | Задания на понимание прочитанного. | Try to guess the name of inventor reading about his invention. Look at the table.Who invented this? | Обучающиеся смотрят презентацию и отгадывают изобретателей. | презентация |
| 20 мин. | Говорение | Which thing is the most or least useful in the house from your point of view?Look at the table and say what are advantages and disadvantages of some inventions. | Рассказывают на основе ЛСС | Презентация  |
| 2 мин | Подведение итогов занятия. | What was theme of our lesson? What have you learned about?You worked very well. You marks for today are… | Oтвечают на вопрос | Презентация |
| 2 мин. | Информация о домашнем задании, инструктаж по его выполнению. | What would you like to invent? Make up a project. If you like work in groups. | Записывают домашнее задание  | презентация |
| 3 мин. | Рефлексия  | Do you like our lesson? What do like? What don't you like? | Говорят о том, чему научились на занятии. | презентация |