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## КОНСПЕКТ УРОКА АНГЛИЙСКОГО ЯЗЫКА В 9 КЛАССЕ НА ТЕМУ "ПРОФЕССИЯ"

Тип урока: комбинированный

Цель : развитие навыков устной речи

Задачи:

1. ознакомить учащихся с английскими названиями профессий;
2. повторить имена прилагательные, степени сравнения имен

прилагательных и

побудить учащихся к применению прилагательных в речи

3. тренировать навыки аудирования, чтения, и говорения

### **I. этап: Организационный момент**

Учитель: Good morning, children! How are you? Today we'll take a new theme: My future profession. We will learn new words, word combinations; listen to children' opinions about different professions. Let's start our lesson!

### **II. Фонетическая разминка (T → Cl → T)**

Учитель: Please, repeat after me, try to pronounce all the sounds distinctly

doctor

construction worker

teacher

travel agent

police officer

hairdresser



homemaker

painter

computer programmer

actor

farmer

### III. Лексическая разминка (T→P1,P2,P3...→T)

1) Учитель: So, Which of these jobs would you like to do? Why? Which would you not like to do? (ответ учащихся)

2) Учитель: How would you describe these jobs? Match the jobs on the left to the adjectives on the right (на доске даны слова в столбик с названиями профессий с левой стороны, а с правой стороны прилагательные):

boring, exciting, repetitive, exhausting, satisfying, challenging, well-paid, easy, underpaid, stressful, useful.

### IV. Аудирование (AUDIO→CI)

Учитель: Now we'll listen to conversation between Angela and her high school guidance counsellor. Angela wants to go to college but she doesn't know what to study. Which subjects do they talk about? Which jobs are associated with these subjects? (прослушивание аудиозаписи).

Listen again and write down what Angela and the consellor say about what kind of person usually has these jobs.

Majors	Jobs	Personality descriptions

Учитель: Let's check your answers (учитель устно проводит фронтальную проверку)

### V. Актуализация прежних знаний

Повторение степени сравнения имен прилагательных.



## VI. Автоматизация грамматической структуры (Adjective)

(P1→P2→P1)

1) Учитель: Children, each person when he was a child had a dream job. Please tell me what is your dream job? Which jobs would you not like to have? And why?. Rank the following jobs from 1-6. 1 is the job that would be best for you.

O teacher

O doctor

O engineer

O pilot

O driver

O actor

Work with a partner. Which jobs does your partner think are the best and worst for them? Ask why she or he thinks so.

2) Now you should form the comparative degrees of the adjectives:

boring, exciting, repetitive, exhausting, satisfying, challenging, easy, underpaid, stressful, useful. (упражнение выполняется письменно)

3) Учитель: Read the following sentences comparing jobs. What are the original forms of the underlined adjectives? (учащиеся выполняют упражнение устно):

1. It's harder to be a hairdresser than a painter. Original adjective: \_\_\_\_\_

2. Office Cleaner is an easier job than policeman. Original adjective: \_\_\_\_\_

3. Being an actor is more interesting than being a waiter. Original adjective: \_\_\_\_\_

4. Being an accountant is more stressful than being a farmer. Original adjective: \_\_\_\_\_

5. Being a painter is more fun than being a shopkeeper. Original adjective: \_\_\_\_\_

## VI. Чтение (C1→TEXT)

Учитель: Now look at the text. The text below is about the man who change careers. The first sentences of each paragraph has been removed. Can you put them back?

a) When Akers retired from NASA in 1999, the world, it seemed, was is oyster.

b) Life has come full circle for Tom.

c) Like many little boys, Tom Akers use to gaze up at the night sky and dream of flying in space.

d) Before joining NASA, Tom had worked as a maths teacher and a high-school principal in his home town of Eminence, Missouri. (Учащиеся читают один за другим)

(1) \_\_\_ Unusually, however, Tom realized this dream in 1987 when he joined NASA as an astronaut. During his career, which included four flights on the Space Shuttle, Akers became one of NASA's best spacewalkers, and he accumulated more spacewalking hours than anyone else. He even worked on the mission to repair the Hubble Space Telescope.

(2)\_\_\_ Like most ex-astronauts, he would have been eligible to become a highly-paid consultant or to accept a vice-presidency in a major company. However, Tom didn't choose any of these. Instead he returned to his previous career as a maths teacher.

(3)\_\_\_ it was after joining the Air Force, where he also work teaching maths, that he was selected to train as astronaut.

(4)\_\_\_ He is now back in his home town of Eminence, where he lives with his wife and two children. In fact he teaches maths at Missouri-Rolla University where he first graduated from in 1973. Quality of life is very important to Tom and he fills it with the things he loves: fishing, restoring vintage cars and maths, the subject that got him to space in the first place.

**VII. Ролевая игра** по теме урока (P1,P2,P3,P4→C1→ P1,P2,P3,P4)



Учитель: Ok, let's role-play. Four pupils will be journalists. And they should take an interview from your classmates. Find someone who...

is interested in computers,

is good at playing musical instrument

is bad at public speaking

is interested in physics at school

is good at school

is good at mathematics

по завершению интервью, журналисты подводят итоги. Один из журналистов выходит перед группой и объявляет результат.

### **VIII этап: Подведение итогов**

