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***Сценарий урока по учебному предмету «Английский язык» в 10-ом классе***

 ***на тему «Прекрасный Непал»***

**Тип урока:** Урок открытия новых знаний

**Авторы УМК:**Афанасьева О. В., Дули Д., Михеева И. В., Оби Б., Эванс В. «Английский в фокусе» (10 класс), издательство «Просвещение».

**Цели урока:**

1.Деятельностная: научить детей новым способам нахождения знания, ввести новые понятия, термины.

2.Содержательная: сформировать систему новых понятий, расширить знания учеников за счет включения новых определений, терминов, описаний.

Планируемые образовательные результаты (личностные, метапредметные, предметные)

**Личностные:**

- способствовать формированию потребности в самовыражении; формированию ценностных ориентиров и смыслов учебной деятельности на основе: развития познавательных интересов, учебных мотивов, формирования мотивов достижения; формированию границ собственного знания и «незнания»; формированию адекватной позитивной самооценки, самоуважения и самопринятия.

**Коммуникативные:**

- создавать условия для формулирования собственного мнения; для построения понятных для партнёров высказываний; для учёта разных мнений и стремление к координации различных позиций в сотрудничестве; для понимания возможности различных позиций другиx людей отличных от собственной, для ориентировки на позицию партнёра, для стремления к координации различных позиций в сотрудничестве, для умения договариваться, приходить к общему решению, для контроля действий партнёра, для построения понятных для партнёра высказываний, учитывающих, что он знает, а что нет.

**Познавательные:**

- способствовать умению поиска и выделения информации; умение строить речевое высказывание; использования известных слов для решения задачи; использования знаково-символических средств, в том числе моделей и схем для решения задач; построения речевого высказывания в устной форме, анализу, синтезу; установлению причинно - следственных связей.

**Регулятивные:**

- создать условия для принятия и сохранения учебной задачи; для планирования своих действий в соответствии с поставленной задачей и условиями её реализации.

**Технологии построения урока:** Технология проблемного обучения, технология сотрудничества и организации работы в парах.

**Оборудование:** Проектор, презентация, доска, ссылка на фильм:

<https://www.youtube.com/watch?v=dW5kRBq30m4>

**Сценарий урока:**

- Good morning. Nice to see you. Take your seat.

***(Ученикам предлагается серия фотографий с изображениями разных стран и достопримечательностей. Слайд 1).***

-I’d like you to look at these photos. What do you think we are going to talk about? *(Students’ answers).*

- You are right. We are going to speak about travelling.

-One English proverb says “Travel broadens the mind”. Do you agree with it (***Слайд 2).***

 *(Students’ answers).*

-Why do people travel? Give me your ideas. You may use the prompts that are written on the screen or give your own ideas. (***Слайд 3).***

-discover new places

-change something in their life

-practice language

-see world wonders

-make friends

-get education

- feel a sense of adventure

Now imagine that you are asked to advise some destinations for the people that are going on holidays and are looking forward to

- Practise English

- Admire stunning landscapes

- Lay on the beach and swim in the sea

- Visit unique places

- Challenge themselves

*(Students offer different places/countries to go).*

-Now let’s watch an extract from the documentary. Try to guess what country is in question. (***Слайд 4).***

-Would you like to visit this country? Why? *(Students’ answers).*

-I’d like to show you one more extract about this beautiful country. While watching it be very attentive. You’ll have some statements and after watching the extract you’ll have to decide if they are true or false. (***Слайд 5).***

- The population of Kathmandu is about 500 000 people.

- The Durbar Square protected as UNESCO world heritage site.

- The menu of the restaurants in Lukla is very poor.

- It’s forbidden for Tibet traders to sell their goods on the local markets.

-There are no public places with access to the Internet.

-What questions would you ask a person that has just come back from his trip to Nepal? Discuss it in pairs. *(Students’ answers).*

-Now we will read the travel diary. The authors are travelling around Nepal. You ’re going to work in groups .There will be 4 groups. Each group will receive only one part of the text. Then you will share the information with each other. Each group will only one part of the text and other parts of the text you will gain from your classmates reading other parts of the text. ***(Каждая группа учащихся из 4-х человек в течение нескольких минут читает одну часть текста, затем один участник из каждой группы переходит в соседнюю группу и рассказывает содержание своей части текста. Далее подобный обмен происходит трижды, таким образом каждая группа узнает содержание всего текста).***

**The part 1**

***Sunday 5th April – Kathmandu***

We arrived safety in a very foggy Kathmandu after our short but delayed flight from India. We caught a local bus to the hotel, passing street vendors, beggars, shoeshine boys and even a barber with his hair and cracked mirror out on the pavement! This morning we escaped the dust, noise and pollution of the city to visit the incredible Monkey Temple up the hills. There really were hundreds of monkeys there – they were running around everywhere. There were lots of steps to climb but it worth it – the view of the snowy peak of Himalayas in the distance was absolutely breathtaking!

**The part 2**

***Tuesday 7th April – The Himalayas***

We woke up yesterday morning feeling so excited! Finally the day we would begin our 2-day trekking excursion to the Himalayas had arrived! We took a small plane journey from Kathmandu and then trekked for hours up and down the rocky mountain trail. It was hot in the bright mountain sun but quite cold wherever there was some shade. You can’t imagine how spectacular the scenery was! We finally reached a village called Phakding where we put up our tent and camped outside a teahouse. We tried some local dishes, which were delicious and then got into our sleeping bags. It got cold very quickly once the sun had gone down. I awoke the next morning to the most sunrise I had ever seen! I took a walk down to the river where I ran into two boys playing. They were really friendly. Nepalese villages are very poor, but everyone we met in the mountains seemed happy.

**The part 3**

***Thursday 9th April – Bhaktapur***

Returning from the mountains, Kathmandu seemed even busier than when we left! We took a taxi to the ancient town of Bhaktapur today as we had heard that its annual festival Bisket Jatra was taking place. When we got there, we hired a guide, who took us to see the noisy tug-of-war contest that kicks off the festival every year. Apparently, the festival is based on a fairy tale and continues for days. It includes a wild parade, a candlelit procession and two more tugs-of-war! Later in the day, we went on a guided tour of Bhaktapur’s magnificent temples, then we went shopping for souvenirs. The city is full of craftsmen selling paintings and handicrafts. I bought some beautiful pottery and Jake found a fantastic pair of hand-made drums!

**The part 4**

***Saturday 11th April – Home Sweet Home!***

Jake and I finally put on our backpacks for the last tima and flew home today after 5 weeks, 4 countries, 2 nasty viruses and countless temples, mountains, beaches and cheap campsites and hotels! I’ll never forget the amazing experiences I’ve backpacking through Asia, but right now I’m looking forward to some home comforts and a good night’s sleep.

 - Look at the screen showing some pictures taken by the authors of this travel diary and comment them. (***Слайд 6).***

 -I’m satisfied with you work. Thank you for your work. You homework to write a postcard home from Bhaktapur.