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МЕТОДИЧЕСКАЯ РАЗРАБОТКА УРОКА АНГЛИЙСКОГО ЯЗЫКА В 8 КЛАССЕ ПО ТЕМЕ «ОПАСНОСТЬ»

Урок по теме "Опасность" для учащихся 8 профильного класса, занимающихся по учебному пособию "Opportunities" под редакцией Michael Harris, David Mower, Anna Sikorzynska. Урок был дан в рамках дня "открытых дверей" для учителей английского языка городского методического объединения и для администрации и учителей лицея.

Обучающая задача: осуществить итоговый контроль речевых навыков учащихся по теме "Опасность" и подготовить их к написанию проекта по теме "Насколько опасна ваша жизнь?" Воспитательная задача: помочь учащимся избегать опасностей.

Развивающая задача: видеть практическую значимость полученных знаний. На уроке использовались: интерактивная доска, компьютер, магнитофон с аудио диском. На уроке применялись: технология индивидуализации обучения, методика клиники (каждый из участников разрабатывает свой вариант решения, предварительно дав в открытое обсуждение свой диагноз представления проблемной ситуации), групповая и парная формы работы. На уроке была осуществлена рефлексия в устной форме, цель которой: обнародование собственной позиции и её соотнесение с мнениями других людей. Задания урока подготовили учащихся к выполнению проекта по теме "Насколько опасна ваша жизнь?" **ЗАДАЧИ УРОКА БЫЛИ ВЫПОЛНЕННЫ.**

LISTENING & SPEAKING COMPREHENSION

Prepared by Golovko Olga, Tambov lyceum N 29

Topic: Danger

Level: Intermediate

Skills: Speaking, listening

Language focus: "Danger" vocabulary development, Present Tenses

Combines with: Opportunities by Michael Harris

David Mower

Anna Sikorzynska

Module 1 "Adventure"

/"Extreme Sports"/

Approximate time: 45 minutes

Materials: 1. Smart Board : a set of pictures on the topic – extreme sports and danger

2. handouts as described below

3. a computer

Procedure:

1. T-LL: "Today we're going to talk about danger. Read the saying on the board:" Everything carries risk." Say:" What carries risk and why."

LL /possible answers/: "Environmental pollution, fires, transport accidents, extreme sports carry risk because they cause people's sufferings, illnesses, death and a lot of destruction."

T-LL: "You are right. I think all these things are worth discussing and you'll do it in groups, the pictures will help you. You have 5 minutes."

T-LL:" Listen to each other and add the information."

2. Pre-listening

2.1 T –LL: “Different people have different attitude to risky activities and to risk takers. Are you negative or positive about risk taking? Do you understand those who like risky activities? Why do people take risk, in your opinion?”

2.2 LL/possible answers/:"As for me I'm negative about risk taking and I don't understand those who like risky activities.

And I think that risky activities and extreme sports make our life more interesting. To my mind people do risky activities and extreme sports to satisfy their curiosity, to get adrenaline up high and to acquire self-confidence.”

3. While-listening

3.1 T-LL:”Listen to some people speaking about their attitude to risky activities and

a) fill in the chart/ in groups/

| | reasons why people take risks | risky sports they have done | opinion about risk taking |
|-------------------------------|-------------------------------------|-----------------------------------|---------------------------------|
| 1. Clare Lee from Korea | | | |
| 2. Jose Davila from Mexico | | | |
| 3. Masha Trusova from Tula | | | |

b) answer the questions/ in pairs/

Are people negative or positive about risk taking? Why?”

3.2 T-LL: “Sum up everything you have learnt.”

LL/possible answers/: “In general all speakers are rather negative about risk taking. They have never done any risky activities in their lives. But they try to understand those who like risky activities.”

4. Post-listening

4.1 T-LL: "And what kind of person are you? Have you ever done any risky activities in your life?"

LL:/possible answers/: "I'm for safety. I'm rather curious and I like to try different risky activities for thrill and excitement."

4.2 T-LL: "Judging by your answers, some of you are for safety, and the others prefer risky activities to safety. Those who are for safety are in the first group, the supporters of risky activities and extreme sports form the second group."

4.3 Generating ideas

T asks students to exchange the ideas on the topic "How dangerous is your life?" to prepare for the project.

Outline

We do a lot of things in our life even when we know they are dangerous.

- a) Make a list of things that you do in life that could be dangerous.
- b) Which things do you think are the most dangerous and the least dangerous?
- c) Write about the dangerous things that you do. Explain why you do them and what benefit you get from taking the risk.
- d) Compare your life to other people in the class. Is your life more or less dangerous than your friend?

Home task: Write your projects at home.