

Women in Science

Урок английского языка в X классе (повышенный уровень)

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Задачи урока:

образовательные: способствовать совершенствованию навыков восприятия и понимания иноязычной речи на слух, говорения (на основе прочитанного и прослушанного); грамматических навыков (тема «Условные предложения»);

развивающие: содействовать развитию у учащихся познавательной активности, языковой догадки, умения собирать и анализировать информацию, делать выводы;

воспитательные: совершенствовать культуру мышления учащихся, формировать у них интерес к достижениям человечества и роли женщин в науке, расширять их кругозор.

Оборудование: компьютер; мультимедийный проектор; магнитная доска; раздаточный материал в виде карточек-заданий.

Тип урока: урок применения знаний и умений.

Ход урока

I. Организационно-мотивационный этап

Создание атмосферы иноязычного общения.

– Good afternoon! Sit down, please. I am very glad to see you in a good mood, healthy

and ready to continue our conversation on the topic «Science and Technology», to enrich your knowledge on the topic and to improve your English.

II. Этап актуализации знаний и целеполагания.

Речевая зарядка.

– What inventions would it be difficult for you to live without? (*Предполагаемые ответы: a TV set, a video player, a camera, a vacuum cleaner, a fridge, a mobile phone...*)

– How do these inventions help us? (*Предполагаемые ответы: live more comfortable life; live healthier and longer life; communicate with one another; entertain us; take us from one place to another.*)

– What would have happened if these appliances hadn't been invented?

– If they hadn't been invented, we wouldn't have....

Объявление темы урока и постановка цели.

– Most of the inventions you've mentioned were made by men. Unfortunately, most of us know very little about women inventors. But they are the creators of a variety of inventions that we all take for granted. And today we are going to find out some facts about women scientists, their life and their inventions. By the way, what do you associate with the word «woman»?

Учащиеся произносят слова, учитель размещает их на магнитной доске. (*Предполагаемые ответы: mother, beauty, love, tenderness, children, home, tolerance, kindness.*)

III. Операционно-познавательный этап

Проверка домашнего задания.

Активизация монологических высказываний по теме. Обучение самостоятельному поиску необходимой информации.

– Now we are going to listen to the stories about some women inventors. Be attentive while listening to the information in order to answer the following questions (*вопросы на карточках*):

1. Which of the women made a greater contribution to the development of science?
2. Whose life was the most fascinating?

3. Whose life was the most tragic?

4. Would you like to see a film or read a book about this woman? Why?

Просмотр и прослушивание презентаций учащихся. (*Приложение 1. Hedy Lamarr, Ada Lovelace, Henrietta Swan Leavitt, Yelena Serova, Hypatia of Alexandria.*)

Зарядка для глаз.

– Let’s have a rest and do some exercises for your eyes. Look up, down. Draw a circle, draw number eight. Close your eyes. Open your eyes.

Работа с аудиовизуальным материалом.

[<https://www.youtube.com/WomeninComputerScience>]

Контроль степени понимания услышанного.

Предтекстовый этап.

Answer the question: What questions would you like to ask a woman scientist?

(*Варианты ответа: What do you do? What was your favourite subject at school? What did you want to be when you were a schoolgirl? When did you decide to be a scientist? What do you like about your job? Have you got a family of your own?*)

Текстовый этап.

I want you to listen to a scientist and probably you will find the answers. To some of your questions. (*Просмотр видеоматериала.*)

Послетекстовый этап.

1. Answer the questions (*вопросы на карточках*):

1) What does she do?

2) What did she want to be when she was a schoolgirl?

3) When did she decide to be a scientist?

4) What does she like about her job?

5) What qualities should a scientist possess?

2. (Работа в группах.) Let’s divide into two groups and think of the qualities that a scientist should possess in your opinion. What would she have been if she hadn’t become a scientist?

IV. Контрольно-оценочный этап

Рефлексия.

Формулирование выводов.

– What do you think about our work at the lesson? I'd you to complete the sentences:

It was interesting to...

I was surprised that...

Today I've learnt that...

Frankly speaking, it was difficult for me to ...

Подведение итогов и объяснение домашнего задания.

– You've done well at the lesson. Thank you for your work.

Your home task is to write an essay «If I were a scientist, I would...»

Приложение 1

1



Hendy Lamarr

2



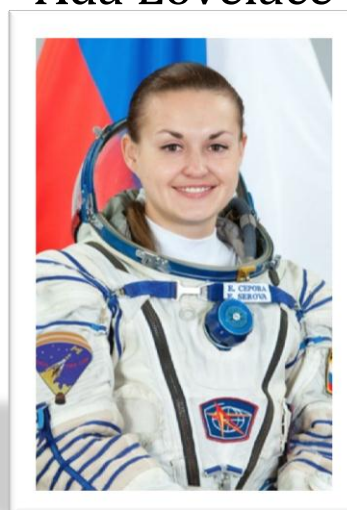
Ada Lovelace

3



Henrietta Swan Leavitt

4



Yelena Serova