

Учебное занятие по английскому языку в IX классе

Тема урока: “Disasters”

Тип урока: урок формирования и развития знаний, умений, навыков.

Используемые технологии: элементы технологии развития критического мышления, информационно-коммуникационной технологии.

Формы обучения: фронтальная, парная, индивидуальная.

Методы обучения: коммуникативный, практический, проблемный, словесный, репродуктивный, творческий.

Цель: способствовать развитию навыков устной речи учащихся.

Задачи:

Практические:

- создать условия для введения и первичного закрепления лексики по теме “Disasters”; для совершенствования произносительных навыков, навыков чтения с извлечением информации, навыков восприятия и понимания речи на слух.

Образовательная:

- научить применять полученные знания на практике;

Воспитательные:

- способствовать формированию бережного отношения к окружающей среде; повышению интереса к изучению английского языка; воспитывать умение действовать сообща.

Развивающая:

- развивать языковую и контекстуальную догадку, умения анализировать, обобщать, делать выводы; развивать способности, выражать свое мнение по предложенной проблеме; способствовать развитию речи, мышления, памяти.

Оснащениеурока: учебное пособие «Английский язык» для 9 класса гимназий с белорусским и русским языками обучения (Н. В. Юхнель, Н. В. Демченко); видеоролики «Emotion–Songfor Natural Disastersinthe World», «Learn English with video- Natural Disasters», «Whata wonderful world» (LouisArmstrong); аудиозаписи звуков стихийных бедствий, иллюстрации катастроф, карточки с названиями катастроф, карточки с индивидуальными заданиями.

Ход урока

(показ видеоролика «Emotion - Song for Natural Disasters in the World»)

I. Организационный момент

Goodafternoon. I'm glad to see you. How are you today?

II. Речевая разминка

– Do you hear this song? What is it about? (terrible events - Disasters) And what comes to you mind when you hear the word “ a disaster”?

– Complete the following sentence:

A disaster is... (something horrible)

(Pupils share their ideas)

Let's read the definition in your books. Open them at page 227.

III. Целеполагание

So today we are going to speak about different disasters and we'll choose the most horrible of them.

IV. Фонетическая зарядка

To begin with let's practice some sounds and new words. Watch the video and repeat after the speaker.

(идет показ видеоролика «Learn English with video- Natural Disasters»)

V. Чтение

Can you give any examples of world disasters? Have you ever witnessed any of them?

Let's read about some of them in your books.

Your task is to do the quiz on disasters with your partner. But before reading look through the text and guess the meaning of the words in bold types. The pictures on the board will help you.

(Pupils name the pictures)

Now, please do the quiz in pairs.

(Pupils discuss the questions and choose one of the variants)

Let's check up. Can you provide any additional information?

Which of the disasters was the most horrible to your mind? Why?

(Pupils share their ideas with the class)

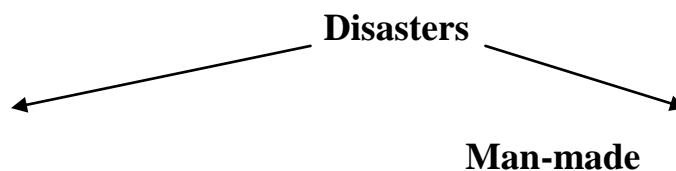
VI. Лексический этап

You've read about some of the disasters. Look through the list of some more in ex.3 and match them with the pictures.

(Pupils work individually)

Let's check up.

Some of the disasters are man-made and some are natural. Let's divide them into 2 columns.



Natural

Man-made

Come up to the board one by one and put the disasters into two columns: natural and man-made. Which of them can be both natural and made-made?

VII. Пауза

Now you are going to listen to some sounds of different disasters. Your task is to guess the disaster. Close your eyes.

1. *Wildfire*

2. *Plane crash*

3. *Tornado*

4. *War*

5. *Earthquake*

6. *Shipwreck*

VIII. Говорение

On the hand-outs you have dictionary explanations of different disasters. Your task is to match the words with their definitions.

(Приложение 1)

You have the answers on the board. Check yourselves.

(Приложение 2)

Well done!

And now using these entries make up riddles about different disaster.

Ex. They happen after a heavy rain.

(Pupils in turn tell riddles and the others guess)

IX. Письмо

Your next task is to complete the sentences with the words that you see on the board.

(Приложение 3)

Let's check up. Read the sentences aloud.

(Приложение 4)

X. Рефлексия

So, it's time to make up our minds.

Now you should decide which of the disasters is the most terrible and why. Write the explanation on the stickers that are on your desks, come up to the board and stick it near the name of the disaster you've chosen.

Eg. I think that nuclear accident is the most terrible because it kills a lot of people and animals and pollutes our world.

(Pupils share their ideas with the class)

Let's make a pyramid of disasters according to your choices.

So, you see that our Earth suffers a lot and a lot of harm is done by humans.

XI. Подведение итогов урока

I would like to thank you for your work today. Your marks are ...

XII. Домашнее задание

Your home task is to write 8 riddles about natural disasters.

XIII. Заключительный этап

At the end of our lesson I would like to remind you how beautiful our planet is with the help the song "What a wonderful world" performed by L. Armstrong.

Goodbuy.(показ видеоролика)

Приложение 1

1) Flood

3) Epidemic

2) Famine

- 4) Drought b) a large amount of water covering an area that is usually dry;
 c) a mass of earth, rock, etc. that falls down the slope of a mountain
 5) Tsunami or a cliff;
 d) a violent storm with very strong winds which move in a circle.
 6) Landslide There is often also a long cloud which is narrower at the bottom
 than at the top;
 7) Hurricane e) a lack of food during a long period of time in a region
 f) a fire that starts in an area of countryside and spreads very
 8) Earthquake quickly;
 g) an extremely large wave in the sea caused, for example, by
 9) Wildfire an earthquake;
 10) Tornado h) a violent storm with very strong winds, especially in the western
 a) a sudden, Atlantic Ocean;
 violent shaking of the i) a long period of time when there is little or no rain;
 earth's surface; j) a large number of cases of a particular disease happening at the
 same time in a particular community.

Приложение 2

- | | |
|------|-------|
| 1) b | 6) c |
| 2) e | 7) h |
| 3) j | 8) a |
| 4) i | 9) f |
| 5) g | 10) d |

Приложение 3

1. It is very dangerous to live near _____s, because if they are active, they can throw out high-temperature mixtures from 700 to 1300 degrees Centigrade.
2. _____ usually last only a few minutes, but their spinning winds, with the speed up to 5000 kilometres per hour, can ruin houses and lift cars in the air.
3. A _____ can wash away everything in its way – people, animals, houses, cars. This ocean wave is very strong.
4. _____s kill plants and crops, because there is no rain for a long time while there is hot weather.
5. _____s are 1,000 – 5,000 times as large as tornados. They are usually given people's names.
6. _____s happen after a continuous rain, covering streets with water. They are usually a lot of worse if a nearby river bursts its banks.
7. _____s are often difficult to control, as they can spread very fast, especially in hot dry weather, and burn a lot of forests or bush.

Приложение 4

1. *volcanoes*
2. *tornadoes*
3. *a tsunami*
4. *drought*
5. *hurricane*
6. *floods*
7. *wildfires*