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Муниципальное автономное образовательное учреждение

средняя общеобразовательная школа № 22

с углубленным изучением отдельных предметов

город Тамбов

УРОК АНГЛИЙСКОГО ЯЗЫКА ДЛЯ ОБУЧАЮЩИХСЯ 10 КЛАССА "RISKY SPORT" («ЭКСТРЕМАЛЬНЫЙ СПОРТ»)

Цели урока:

Практические:

- формирование умения работать с информацией, выделять существенное, главное для поставленной цели;
- формирование навыка совместной работы и делового общения в группе.
- формирование навыка планирования своей деятельности и самостоятельного достижения поставленных целей
- формирование навыка аргументированного монологического и диалогического высказывания

Воспитательные:

- воспитание культуры общения
- расширение кругозора

Развивающие:

- развитие внимания при работе с текстами по чтению
- развитие иноязычной речи учащихся



Skills: reading, speaking, writing.

Language focus: lexis of the topic “Risky sports”.

Text book: New Millennium English, Workbook Unit 6, Lessons 7-8.

Time: 45 minutes.

Procedures:

I. Lead in.

1. Look at the board, read the quotations. Do you agree with them or not? Give the arguments.

Fortune favours the bold. (Virgil)

The greatest rewards in life go to the risk takers. (James McCormick)

Today we'll learn to speak about positive and negative factors of doing risky sports and taking risk, using our active vocabulary and new information from the text.

II. Pre-reading.

1. What are your associations with risky sport?

2. Why do people do risky sports and take risks? (**T writes on the board**)

3. Let's divide the vocabulary into two groups: positive and negative factors of doing risky sports and taking risk. (**Group work, STs write on sheets of paper**)

RISK : Positive factors of doing risky sports and taking risk
 Negative factors of doing risky sports and taking risk

4. Now let's read, the opposite group be ready to add.

III. While –reading.

1. Now open your Work Books on page 61, exercise 1. Read the task. Do the exercise.

Let's check. Read the words one by one. All the rest listen and be ready to correct.

2. Now look through the text once again and complete the table with new ideas if there are any.



IV. Post – reading.

1. And now say me what are your ideas about taking risk and doing risky sports. Is it good or bad and would you like to take risk and do risky sports.

2. So, as I see there are different minds on one topic try to persuade your partner in a dialogue that your position is right. (Pair work, dialogues)

3. So I see your position and at the end of the lesson let's make up **cinquains** about risky sports and taking risks. I'll remind you the structure: it consists of 5 lines:

- a general word
- two adjectives on the topic
- three verbs
- the main idea of your poem
- a synonym of the general word

V. Home- task.

At home write an essay on the topic. “The greatest rewards in life go to the risk takers”.

