

Урок в 7А классе по теме «How to Tackle our problems»

УМК: “Enjoy English 7” «Английский язык с удовольствием 7 класс» М.З.Биболетова, О.А.Денисенко, Н.Н.Трубанева.

Тема раздела: Unit 3, “Look at Teenage Problems: School Education”

Тема урока: “Teenage Problems” – «Проблемы подростков»

Форма урока: урок- дискуссия

Тип урока: обобщающий урок; продолжительность – 45 минут.

Образовательная технология: информационно-коммуникационная технология; игровая технология, здоровьесберегающая, ИКТ.

Цели урока:

1. Совершенствование навыков изучающего чтения по теме: «Проблемы подростков».
2. Развитие навыков устной речи по теме: «Мои проблемы».
3. Развитие навыков поискового чтения.
4. Тренировка грамматических навыков (слова one\ones)/
5. Воспитание толерантности по отношению друг к другу и проблемам своих зарубежных сверстников.

Задачи урока:

1. Образовательные:
 - формировать навыки самостоятельного решения коммуникативных задач.
2. Развивающие:
 - тренировать навык чтения;
 - развивать внимание, смекалку, память, мышление.
3. Воспитательные:
 - повысить интерес учащихся к изучаемому предмету.

Формы организации работы: индивидуальная, групповая, фронтальная

Оборудование: мультимедиа аппаратура.

Наглядные пособия: видеозапись, раздаточный материал, картинки.

Организационный момент

Teacher: Good morning! Who's absent today? Let's start our lesson. Look at the blackboard. Here you can see the words. Can you read and translate them?

Pocket money, no friends, bad marks, much homework, get angry, punishment, call names, clothes, smoking, argue with parents/teachers, depressed

Well done. Thank you! Now, tell me please - what are we going to speak about?

Student: ... teenage problems.

Teacher: Yes, you are right! The theme of our lesson is «How to tackle our problems?» What will we do at the lesson? What can we learn?

Students: (answers)

Teacher: Today we'll have a talk about teenager problems and find out if you have same problems or not. We will discuss why we have some problems and what are they; learn new vocabulary; master our English by reading texts and answering questions, making a dialogue.

Фонетическая разминка

And now it's time to practice some English sounds. Open your books on p. 90. Ex. 131 and listen and repeat after me.

- Oo** – {u}- foot, good, look, wood, cook, book
{u:} - cool, school, choose, room, too, food, soon, zoo
- Ou** – {au}- about, sound, round, south, loud, proud, without
{u}- would, should, could
- Ow** – {əu}- follow, Moscow, borrow, know
{au}- now, allow, cow, crowd, down, how, town

Речевая зарядка

Teacher: Answer my questions.

- Do you have problems?/ Have you got any problems?
- What kind of problems have you got?
- Have your friends got any problems?
- Do you have problems with your parents?
- Do you have problems with your teachers?
- Who helps you to resolve problems? (parents, teachers, friends, psychologists)

Основная часть

1. Аудирование

Teacher: Now I want you to watch a video about Mandy's problems. There are some new words on the board and on your desks you have a piece of paper with these words and task:

- | | |
|-----------------------|-------------------------------|
| bump into – врезаться | hurt – ранить, причинить боль |
| enemy – враг | heal – исцелить, вылечить |
| power – сила | |

Task 1. You should tick true and false sentences.

- | | |
|--|-------------|
| 1. Mandy doesn't have much homework. | T (m) F (p) |
| 2. Her homework is to write an article. | T (r) F (o) |
| 3. Mrs Black teaches Maths. | T (o) F (t) |
| 4. Mrs Black doesn't like Mandy's article. | T (r) F (b) |
| 5. The article is for a magazine. | T (e) F (l) |
| 6. Trina bumps into Mandy. | T (e) F (b) |
| 7. Chris and Mandy are talking at the lesson. | T (m) F (s) |
| 8. Mrs Black thinks that words have power to hurt or to heal | T (s) F (e) |

Task 2. Ok, now let's guess the key word. If your answers are right, you'll guess it. You can see 8 letters. You can make a word from these letters. The key word is PROBLEMS. Write it on the blackboard, please. What kind of problems does this girl have?

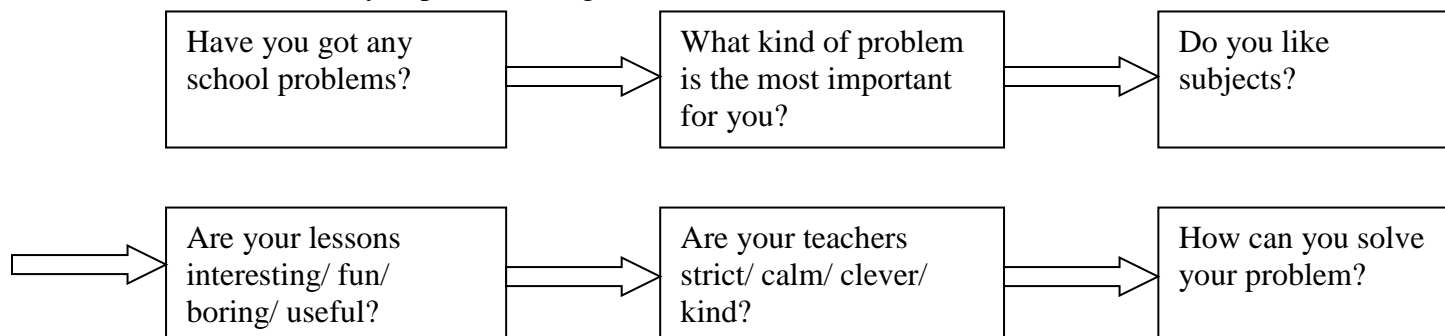
2. Проверка домашнего задания

Teacher: Let's check your home task! On the board you can see words. Your task is to make up 3 sentences.

Argument	School	Parents
Friends	Agree	Trouble
Uniform	Rule	Troublemaker

3. Диалогическая речь

We've seen the video about Mandy's school problems. Now we're going to speak about your problems at school. Interview your partner, using a worksheet.



3. Физминутка

Teacher: Very good! Are you tired? Stand up, please and let's do our exercises.

4. Чтение

Teacher: Now boys and girls, open your books on page 89, ex. 126. Let's start reading.

Answer my questions according to your letters.

- 1) Who is the author of the letter?
- 2) How old is she/he?
- 3) What is his/ her problem?
- 4) What is the reason of the problem?
- 5) Have you got the same problem?

Teacher: Now let's do ex. 128 p. 90. Please read and match the letters and Jackie's replies.

Teacher: And now let's try to give some good advice in these situations. What should children do to solve problem?

Remember our modal verb – SHOULD.

Use: respect; be polite; work hard; do best at school; do homework; take care of ... (brother/parents); listen to teacher's/ parents' opinion; learn new things; develop our mind; discuss any problems openly; understand problems; treat each other with respect; help; stay out of trouble, etc.

5. Взаимоконтроль и коррекция

Teacher: Now, dear children, your task is to read a letter and put in the missing words.

with, fed up, teenagers, problems, depressed, have to, names.

Dear Jackie,

I think ... all over the world have the same As for me, I get along ... other students in my class rather well. They don't call me ... , they help me if I need any help. What I'm really ... with is sharing a room with my younger brother. I ... take care of him. I'm ... of doing his homework with him every day.

Ann (age 12)

Teacher: Are you ready? OK. Give your paper to your partner and check your answers. Let's start correcting your mistakes.

Teacher: Ok, let's give me your papers.

Teacher: And now, dear boys and girls, draw a mirror on your piece of paper. Write down your problems on the left of the mirror, and the ways of solving of these problems – on the right. Draw your face in the mirror and write down your feelings after our lesson.

Завершающая часть

Teacher: Thank you very much. Our lesson is over. You have worked hard today. It is not easy to be young, is it? Why? Now you know what problems teenagers can have.

In conclusion, I'd like to say that growing up brings a lot of problems. But you are too young to see only bad sides of life. Remember! There is always a way out of every situation

What have you learnt at our lesson? Finish the sentence:

I have learnt that

Your marks are good. Write down your homework - p. 90 ex. 130 Write your own reply to one of the letters.

Этапы урока.	время	Деятельность учителя	Деятельность учащихся
I. Организационный момент. Задача: тренировать учащихся приветствовать друг друга Результат: учащиеся умеют говорить приветствие Мотивация.	1 min	-Good morning, boys and girls! -I'm glad to see you. - How are you? -I'm fine, too, thank you.	-Good morning, our teacher! -We are glad to see you, too.
Актуализация учебного процесса: постановка темы, (Фонетическая зарядка со зрительной опорой) Задача: научить учащихся правильно произносить словосочетания. Результат: учащиеся закрепили лексические единицы по теме «Проблемы подростков».	5 min	Итак, тема нашей встречи – «Проблемы подростков»	Ученики читают названия проблем подростков
Цели урока.	2 min	You are right. Today we will practice using words on the topic “ <u>Teenage Problems</u> ”. We will do some listening, reading and speaking tasks. We will discuss the problems.	Дети пытаются догадаться о предстоящей работе: чем будут заниматься на уроке. I think we'll read, write and speak.
II. Warming-up Разминка и активизация навыков устной речи Задача: учащиеся тренируются в употреблении лексики по ранее изученной теме. Результат: учащиеся закрепили ранее изученную лексику.	7 min	Children all over the world have problems. We got some letters from different countries. Please, come to me and take a letter. Your task is to read the letter and find out the problem.	Дети читают письма, находят проблему в каждом письме и воспроизводят её по схеме: The problem is ...
III. Listening (Аудирование) Задача: учащиеся тренируются в понимании текста на слух на основе знакомой лексики, отвечают на вопросы. Результат: учащиеся восприняли, поняли информацию на слух и закрепили ранее изученную лексику, ответив на вопросы учителя	9 min	Now I want you to watch a video about Mandy's problems. (Посмотреть видео о проблемах девушки и выявите проблему). What problem has the girl got?	Дети смотрят видеоролик, отвечают на вопросы. The girls have got the problem too. It is...

IV. Dialogue (развитие навыка диалогической речи)		Interview your partner and find out what school problems schoolchildren have.	Разыгрывают мини диалоги с опорой на пример
V. Relaxing. Физкультминутка Задача: физкультминутка направлена на релаксацию, снятие напряжения. Результат: учащиеся отдохнули и готовы продолжать дискуссию.	1 min	I see you are tired. Stand up, please. Now I want you to relax.	Учащиеся делают зарядку.
VI. Reading. (развитие навыков чтения)		Read the letters on page 89, ex. 126.	Прочитать письма и ответить на вопросы.
VII. Speaking. (развитие навыка говорения)		Answer questions	На доске написаны опорные выражения для того, чтобы изложить свою точку зрения на проблему
VIII. Совершенствование навыка обобщения. (взаимоконтроль и коррекция)	9 min	Put in the missing words.	Заполнить пропуски. После выполнения задания учащиеся проверяют друг у друга, а затем корректируют с учителем.
IX	10 min		Предлагается найти пути решения подростковых проблем, используя образец. излагают свои мысли о том, как решить ту или иную проблему в виде слоганов на листах бумаги, затем вывешивают на доске.
Окончание урока. Домашнее задание. Оценка работы учащихся на уроке.	1 min	That's all for today. Today we've done a lot. So to be happy and lucky you must be polite and ready to help each other. Thank you for your working. The lesson is over. Good-bye.	Good-bye, teacher.

