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wallcoo.com

***Личностно-ориентированное  
обучение подростков  
английскому языку***

*А зачем  
ориентироваться на  
личность  
подростка? Я –  
учитель, я – в доме  
ХОЗЯИН...*







*Не делай зла – вернется булангом,  
Не плюй в колодец, – будешь воду пить,  
Не оскорбляй того, кто ниже рангом,  
А вдруг придется, что-нибудь просить.  
Не предавай друзей, их не заменишь,  
И не теряй любимых – не вернешь,  
Не лги себе – со временем проверишь,  
Что этой ложью сами себя ты предаешь.*

*Омар Хайям*



# Вопросы для обсуждения

:

- Кто такие **«подростки»**?
- Возрастная периодизация и **needs analysis**
- Анализ учебных материалов для подростков – форма и содержание обучения
- **Hot tips** для трёх возрастных групп подростков



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# Кто такие «подростки»?

## Психологический словарь:

Подросток – это - несовершеннолетний, находящийся на этапе развития личности, характеризующемся коренной психофизиологической перестройкой организма, формированием новых адаптационных механизмов.

Возраст: 11 – 18 +







# Возрастная периодизация и **needs analysis**

- Отроческий возраст (***young teenagers***)  
**10 -12** лет
- Юношеский возраст (***upper teenagers***)**15 -18** лет
- Студенты и молодёжь (***young adults***)  
**18 -25** (верхняя граница юношеского возраста)

# Чего хотят подростки? К чему они стремятся?

**подростки**

**Young teenagers**

Любят энциклопедии

Восприимчивы к информации от взрослых

Любят проекты и творческие задания

Ценят чувство юмора

**Upper teenagers**

Стремятся к самоопределению («Эгоцентрическая доминанта» - Л.С. Выготский)

Активно общаются друг с другом, не всегда успешно

Референтная группа – сверстники и молодёжь

Оберегают свой мир от «посягательств» взрослых

Планируют далёкое будущее («доминанта дали»-Л.С. В)

Нужна помощь в обработке потока информации



# Expedition

## Start thinking

- 1 Where in the world are there jungles?
- 2 What is the average temperature in Antarctica?
- 3 What are the mountains between Spain and France called?

## Aims

### Communication: I can ...

- talk about what to do on an expedition.
- understand an adventure story.
- talk about plans and intentions.
- talk about the weather.
- make predictions about the future.
- make and respond to suggestions.
- write a blog about an expedition.

## Vocabulary

- Travel equipment
- Weather conditions

## Language focus

- Imperatives
- *be going to*: affirmative and negative questions
- *will* and *won't*
- *so*

## English Plus Options



### Extra listening and speaking

The weather forecast

↔ Page 95



### Curriculum extra

Natural science: Weather and climate

↔ Page 103



### Culture

Famous explorers

↔ Page 111



### Vocabulary puzzles

Travel equipment; Weather conditions

↔ Page 119

## VOCABULARY ■ Travel equipment

I can talk about what to do on an expedition.

- 1 3.13 Match the equipment with photos 1–12 on page 79. Then listen and check. Which four things are not in the photos?

I tent

map compass rope rucksack satellite phone  
sleeping bag sunglasses sunscreen gloves  
torch stove tent insect repellent helmet  
first aid kit waterproof clothes

- 2 Do the *Rainforest Survival* quiz on page 79. Then check your answers with the key. Do you agree with your result?

## Language point: Imperatives

- 3 Complete the table with imperatives from the quiz. Do we use imperatives for instructions or descriptions?

Affirmative	Negative
Go back.	Don't worry.

More practice

↔ Workbook page 65

- 4 Complete the sentences with the affirmative or negative imperative form of the verbs in the box.

swim use forget attack make wear look

Don't attack snakes or other animals.

- 1 \_\_\_ in the river. There are crocodiles.
- 2 \_\_\_ sunscreen every day in summer.
- 3 \_\_\_ your torch in the day. You need it to see at night.
- 4 \_\_\_ at the compass and find north.
- 5 \_\_\_ dinner on the stove.
- 6 \_\_\_ waterproof clothes. It's going to rain.

- 5 3.14 Listen. Which activity in the box are Amy and Jim going to do? What equipment from exercise 1 are they taking?

kayaking rock climbing caving trekking  
mountain biking snowboarding paragliding

- 6 **ACTIVATE** Imagine that you are in the rainforest. Invent dialogues using these words and phrases.

Quickly! Hey! Watch out! Please	pass move touch use help look in etc.	the first aid kit! me with this. the tent! that stove! my torch! your sleeping bag! etc.
--	---	--

Quickly! Pass me my torch!

Why? What's the matter?

I think there's a snake in my sleeping bag!

«Доминанта дали» –  
впереди у  
меня  
обязательно  
будет  
экспедиция!!  
!



# Rainforest Survival



Imagine you're going to go on an expedition to the Amazon. Can you survive in the rainforest? Read the situations and decide what to do.

- 1 You can't find your map.
  - a Go back and look for it.
  - b Don't worry. It isn't important in the rainforest.
- 2 Your compass isn't working.
  - a Look at the moon. It's always in the west.
  - b Watch the sun. It's always in the west at the end of the day.
- 3 You haven't got any insect repellent.
  - a Stay near the river. Mosquitoes don't like water.
  - b Wear your waterproof clothes.

- 4 You see a dangerous snake.
  - a Be quiet. Snakes don't usually attack humans.
  - b Shine your torch at it. Snakes hate bright lights.
- 5 You're cold in your tent.
  - a Light the stove inside your tent to keep warm.
  - b Get in your sleeping bag.
- 6 You're hungry and you see some fruit.
  - a Don't eat it. Maybe it's dangerous for humans.
  - b Eat a little bit, then wait an hour. Eat more if you're OK.
- 7 A person in your group can't walk.
  - a Use your satellite phone and call for help.
  - b Give the person your first aid kit. Then, go and get help.

**Points**

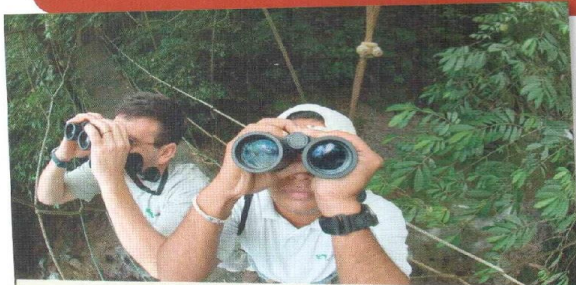
1	a: 2	b: 0
2	a: 0	b: 2
3	a: 0	b: 2
4	a: 2	b: 0
5	a: 0	b: 2
6	a: 2	b: 0
7	a: 2	b: 0

**Key**  
 More than 10 points: Well done!  
 You can survive in a rainforest if necessary.  
 Between 6 and 8 points: Not bad!  
 But only go to the rainforest with a group.  
 Less than 4 points: Stay at home.  
 You're going to be safer there.

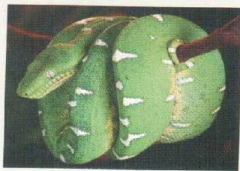
Эгоцентрическа  
 я доминанта: не  
 про  
 абстрактные  
 джунгли, а про  
 МЕНЯ В  
 ДЖУНГЛЯХ

**Finished?**  
 You are taking a group on a desert survival expedition.  
 Write instructions using imperatives.  
 Bring a tent and a sleeping bag.  
 Don't forget ...





My brother Peter and I were on a jungle wildlife holiday with six other people and Juan our guide. It was an amazing experience and we saw lots of monkeys, crocodiles and huge snakes. But one morning Peter and I did a very stupid thing.



We wanted to take photos of monkeys. We got up early and walked into the jungle. We didn't have to go far before we heard some monkeys. We were excited and we followed

the monkeys for about ten minutes. Suddenly, Peter stopped. He was worried. "I'm not going to walk further," he said. "We'll get lost. I'm going back."

We looked around us. There were trees everywhere. The campsite wasn't far, but we had no idea which direction to take. "I think we are already lost," Peter said. "How are we going to get back? Nobody knows where we are. They'll never find us."

Then it started to rain. Luckily, I had a waterproof coat. We sat on our rucksacks with the coat over our heads. There were loads of mosquitoes and we had no insect repellent. We were scared and miserable.

After two hours, we heard a noise. It was Juan and he was angry. "You're very lucky," he said. But we were very happy. "We're never going to follow monkeys again," we promised. Juan laughed, "Come on. Let's go back to camp."

- 1 Look at the photos. Where are the people? What are they doing?
- 2 3:15 Read and listen to Carol's story and choose the best title a–c. What stupid thing did Carol and Peter do?
  - a Camping in the jungle
  - b Lost in the jungle
  - c A jungle adventure
- 3 Read the text again and write *true* or *false*. Correct the false sentences.
  - 1 Carol was with six other people in the jungle.
  - 2 Carol and Peter went into the jungle early in the morning.
  - 3 They wanted to explore the jungle.
  - 4 Everywhere looked the same in the jungle.
  - 5 They were far from the campsite when they got lost.
  - 6 They waited for two hours in the rain.
- 4 **BUILD YOUR VOCABULARY** Find these adjectives in the text. Which adjectives express positive feelings? When did you last feel like this? Write sentences about your experiences using the adjectives. Then compare with a partner.

scared miserable excited lucky  
angry worried

I was lucky when I found my house keys in the snow.
- 5 **ABOUT YOU** Ask and answer the questions.
  - 1 How often do you sleep in a tent?
  - 2 Do you like camping? Why / Why not?
  - 3 When was the last time you were lucky or did something stupid?
  - 4 Can you remember a time when you were lost? What happened? How did you feel?



Энциклопедии  
Путешествия  
Жюль Верн  
Фенимор Купер



- 1 Complete the sentences with the words in the box and look at the examples. Then complete the rules.

's aren't going 'm to take

I'm going to visit the the USA next year.

You're going <sup>1</sup> a tent.

She <sup>2</sup> going to meet a friend.

We <sup>3</sup> going to camp.

They're <sup>4</sup> to explore the jungle.

Is she going to stay? Yes, she is. / No, she isn't.

Are you going to stay? Yes, I am. / No, I'm not.

Are we / they going to stay? Yes, we / they are. / No, we / they aren't.

**RULES**

- 1 We use *going to* to talk about present / future plans and intentions.
- 2 We make questions with: **do / be + pronoun / noun + going to + verb**

More practice  $\leftrightarrow$  Workbook page 65

- 2 Choose the correct words.

- 1 My friend **is / are** going to walk into town.
- 2 They **aren't / isn't** going to buy anything.
- 3 You **isn't / aren't** going to make dinner.
- 4 They are going to **having / have** a holiday.
- 5 I **aren't / 'm** not going to use the computer.
- 6 We're going to **wearing / wear** waterproof clothes.

- 3 Complete the text with the verbs in the box and the correct form of *be going to*.

eat learn write see not see read  
walk not travel not take meet phone

Explorer Ray Fines is travelling to the USA on Saturday and he **is going to walk** 5,000 kilometres from New York to Los Angeles. He <sup>1</sup> on buses or in cars. He <sup>2</sup> his family for ten months, but he <sup>3</sup> his wife every week. 'I'm very excited about this expedition,' says Ray. 'I <sup>4</sup> a lot of things about the USA. I <sup>5</sup> some fantastic countryside and I <sup>6</sup> a lot of different people. Ray <sup>7</sup> and sleep in cheap hotels. He <sup>8</sup> any camping equipment in his rucksack. Ray's friends <sup>9</sup> about his expedition on the internet because he <sup>10</sup> a blog on his laptop every night.'

- 4 Write questions about Ray Fines. Then ask and answer with a partner.

how / travel **How is Ray going to travel?**

**How is Ray going to travel?**

**He's going to walk.**

- 1 how many kilometres / walk
- 2 where / start his journey
- 3 where / finish
- 4 sleep / in cheap hotels
- 5 what / see
- 6 who / meet
- 7 take / camping equipment
- 8 what / write every night

Pronunciation: Sentence stress and rhythm

$\leftrightarrow$  Workbook page 92

- 5 **ACTIVATE** Find out about your partner's future plans. Use the time expressions in A and the phrases in B or your own ideas.

A

this evening tomorrow on Saturday  
on Sunday next Monday  
in the summer holidays

B

watch TV go shopping meet friends  
do sport go on holiday have a party

**What are you going to do this evening?**

**I'm going to watch TV.**

**Are you going to meet friends tomorrow?**

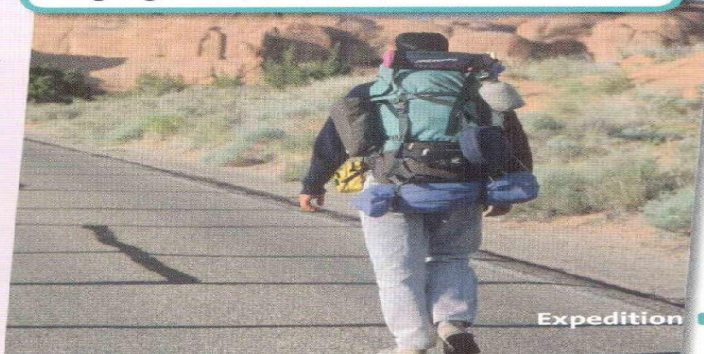
**No, I'm not. I'm going to stay at home.**

**Finished?**

Imagine the perfect holiday. Write about your plans.

**I'm going to have a holiday in Hawaii.**

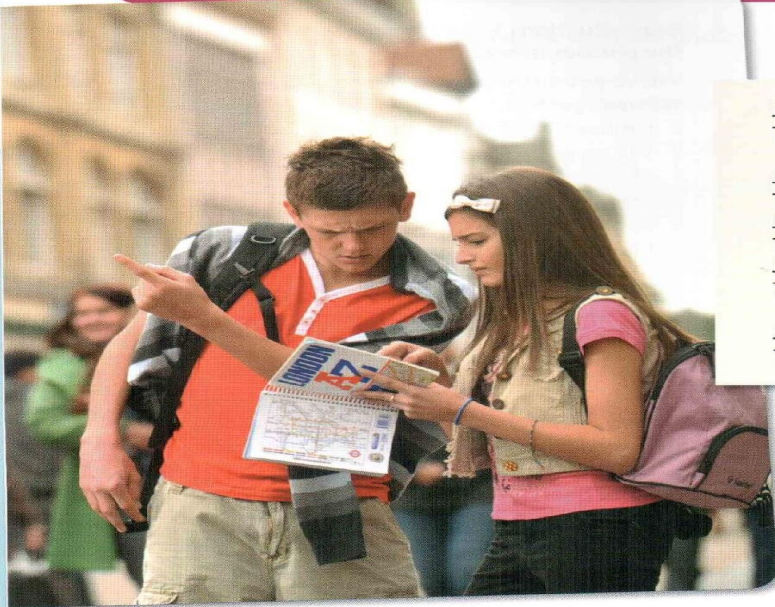
**I'm going to stay in a luxury hotel.**





## SPEAKING ■ Making and responding to suggestions

I can make and respond to suggestions.



Jake What's the matter, Tina?  
Tina I think we're lost. I can't find the museum on the map.  
Jake Oh, great! <sup>1</sup>\_\_\_\_  
Tina Why don't we find a taxi?  
Jake <sup>2</sup>\_\_\_\_  
Tina Well, what do you suggest?  
Jake <sup>3</sup>\_\_\_\_  
Tina We can't do that. We don't know which bus to get.  
Jake All right, then. <sup>4</sup>\_\_\_\_  
Tina <sup>5</sup>\_\_\_\_ Excuse me!

- 1 Look at the photo. What are Tina and Jake looking at? Why?
- 2 3.18 Complete the dialogue with sentences a–e. Then listen and check.
  - a That's a good idea!
  - b I'm not sure about that.
  - c Let's ask someone.
  - d How about getting the bus?
  - e What are we going to do?
- 3 3.19 Listen to the key phrases. Which phrases are for making suggestions and which are for responding? Then practise the dialogue in exercise 1.

### KEY PHRASES ■ Making and responding to suggestions

Why don't we (find a taxi)?  
I'm not sure about that.  
How about (getting the bus)?  
We can't do that.  
Let's (ask someone).  
That's a good idea!

- 4 3.20 Read the dialogue. Which do you think are the correct suggestions? Listen and complete. Then practise with a partner.

- 1 carry Laura / stay here
- 2 go to a doctor / find a taxi
- 3 phone her mum / phone the school

Jake What's the matter?  
Tina Laura fell and hurt her leg. She can't walk.  
Jake What are we going to do?  
Tina Let's <sup>1</sup>\_\_\_\_.  
Jake We can't do that. It's getting late.  
Tina How <sup>2</sup>\_\_\_\_.  
Jake I'm not sure about that.  
Tina Why <sup>3</sup>\_\_\_\_.  
Jake OK. That's a good idea.

- 5 **ACTIVATE** Look at the situations. Make new mini-dialogues with a partner. Use the dialogue in exercise 4 to help you.

- 1 I'm bored.  
study English / watch a DVD / go to bed early
- 2 It's raining.  
stay at home / go to a café / visit a museum
- 3 I'm hungry.  
go to a restaurant / buy a sandwich / make a pizza

I'm bored!

Why don't we watch a DVD?

# Хотим общаться, Подскажите, как....



## WRITING ■ A blog

I can write a blog about an expedition.

8

### 1 Read the model text and answer the questions.

- 1 Is the writer at the campsite on 15th August?
- 2 What's the weather like on the first day of the expedition?
- 3 What day did the writer go kayaking?
- 4 What happened when he went kayaking?
- 5 When is the writer going to go walking in the mountains?

### 2 Study the key phrases. Decide whether each phrase is about the past, the present or the future.

#### KEY PHRASES ■ Writing a blog

Here I am in my ....  
We're going to stay ....  
We had a ... time.  
I'm going to go on an ... next ....  
This is me in my ....

#### Saturday 15th August

I'm going to go on an expedition next Saturday. We're going to stay in a campsite in the Pyrenees. I'm going to take my laptop, so I can continue this blog.

#### Saturday 22nd August

Here I am in my tent. It's hot and sunny and we're staying next to a river. I'm going to take loads of photos because the mountains are spectacular. We're going to go kayaking on the river later.

#### Sunday 23rd August

This is me in my kayak. We had a fantastic time, but the river was really cold. I fell in the water five times, so I know! We're going to walk in the mountains tomorrow. I'm going to take my compass ... and a first aid kit!



### Language point: so

#### 3 Match 1–6 with a–f and write sentences using so.

*I'm going to take my laptop, so I can continue this blog.  
I fell in the water five times, so I know!*

- 1 It's rainy.
- 2 We haven't got a tent.
- 3 It's interesting.
- 4 It's hot.
- 5 We're lost.
- 6 It's cold.

- a I'm going to swim in the river.
- b We're going to wear waterproof clothes.
- c We're going to get into our sleeping bags.
- d We aren't going to go camping.
- e I'm going to write a blog about it.
- f I'm going to look at the map.

#### 4 ACTIVATE Follow the steps in the writing guide.

#### ■ WRITING GUIDE

##### A TASK

Write a blog about an expedition.

##### B THINK AND PLAN

###### Day 1

Think of the details of your expedition:  
Where? (e.g. hiking in the Alps, cycling in the Tatras) When?

What equipment are you going to take?

###### Day 2

Describe the weather and the place.  
What activities are you going to do later?  
(e.g. caving, rock climbing, trekking, mount biking, etc.)

###### Day 3

What were the activities like?  
What are you going to do tomorrow?

##### C WRITE

Write your blog. Follow the model text and use the key phrases.

##### D CHECK

- sentences with so
- spelling and punctuation

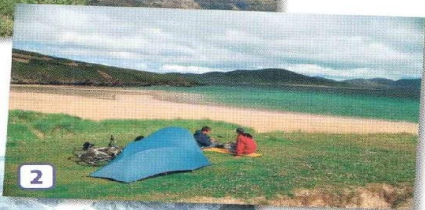
**Письмо в формате, интересном для подростков**

**«Экзамнационн ые техники»**

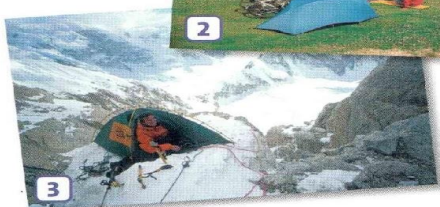




1



2



3

**Listening**

- 1 Look at the photos. Where are the people? What are they doing?
- 2 3.22 Listen to a conversation. Where are the friends going to camp?
- 3 3.22 Listen again and complete the sentences.
  - 1 The weather will be \_\_\_ at the weekend.
  - 2 Tim went camping in the mountains last \_\_\_.
  - 3 Lucy is going \_\_\_ in the sea.
  - 4 They are going to cook some \_\_\_.
  - 5 Lucy has got a tent and a small \_\_\_.
  - 6 Lucy is going to make some \_\_\_.
  - 7 They are going to travel by \_\_\_.
  - 8 Jon is going to take a \_\_\_, a \_\_\_ and a \_\_\_.

**Speaking**

- 4 Work in groups of three and prepare a conversation. Imagine you are planning a camping weekend. Answer these questions.
  - 1 Where are you going to go?
  - 2 What are you going to do there?
  - 3 What is the weather forecast?
  - 4 How are you going to travel?
  - 5 What will you take?

5 Have a conversation. Use your ideas in exercise 4 and the chart below to help you. One of you is A, one of you is B and one of you is C. When you have finished, change roles.

A Why don't we [activity]?	B Reply and ask where.
A Suggest a place.	B I'm not sure about that. Give a reason.
A Suggest another place.	B Agree and ask about transport.
A Reply.	B What are we going to take?
A We'll need ... I've got ...	B I can bring ... What's the weather forecast?
A Reply.	B Let's phone ...
A Hi. It's ... Give details of your plans. Do you want to come?	C Reply and ask about equipment.
A Reply.	C I've got ...

**Writing**

6 Write a description of a terrible weekend. Imagine you went camping last weekend and a lot of things went wrong. You can use the situation in the listening or in exercise 4. Think about the following ideas and say what happened and how you felt.

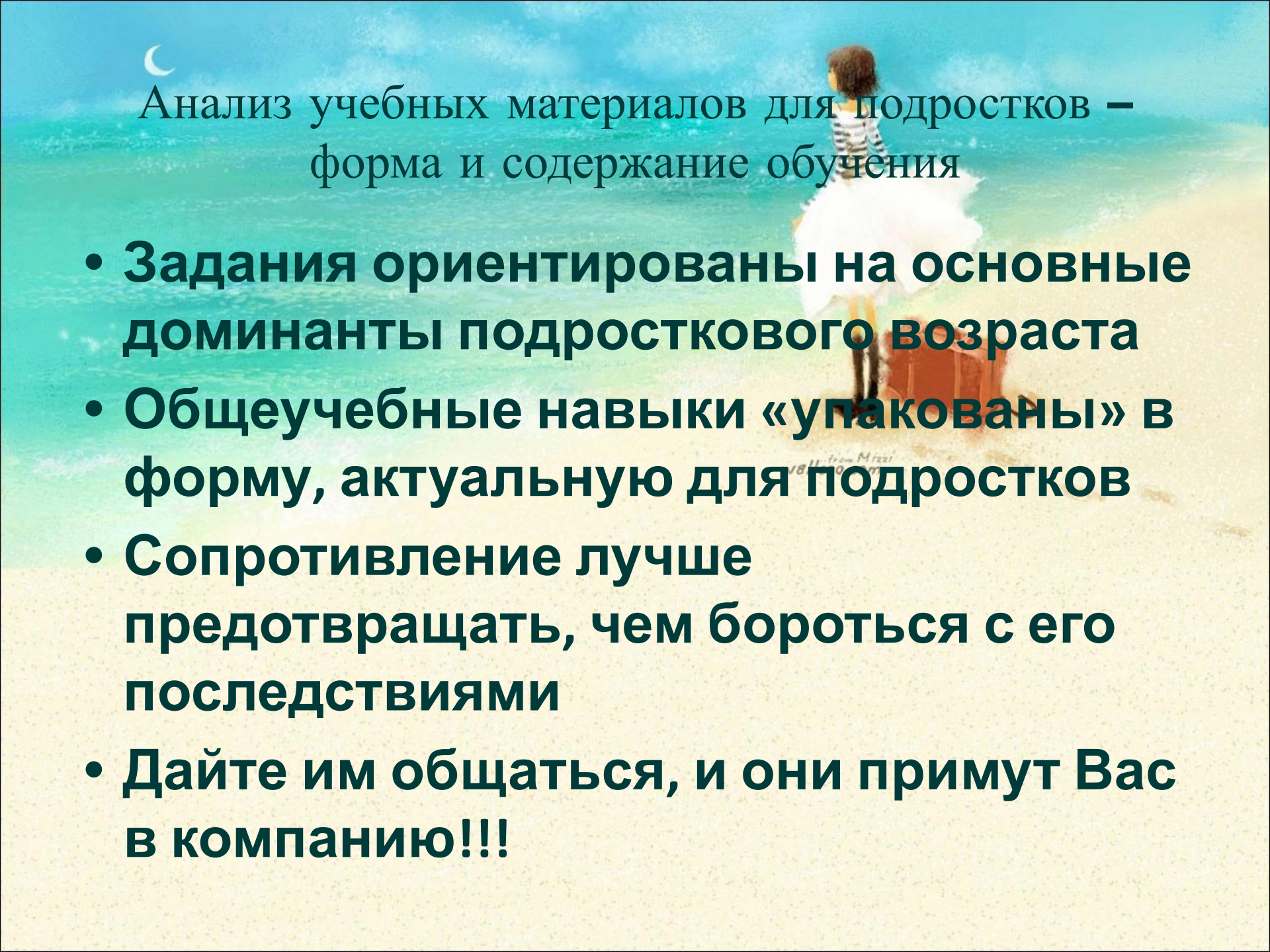
transport the weather activities  
food equipment

Begin like this:  
 Last weekend, I went camping with ... and ...  
 It was terrible! We met on Saturday morning at ...  
 We travelled to ...

Что мы там учили??  
Где это, где это...а, вот....

Консолидация изученного материала  
Развитие общеучебных навыков





Анализ учебных материалов для подростков –  
форма и содержание обучения

- **Задания ориентированы на основные доминанты подросткового возраста**
- **Общеучебные навыки «упакованы» в форму, актуальную для подростков**
- **Сопротивление лучше предотвращать, чем бороться с его последствиями**
- **Дайте им общаться, и они примут Вас в компанию!!!**



# Студенты, молодёжь, “Young Adults”

- Выбрали, чему учиться
- Заинтересованы в формировании «мягких навыков»
- Закладываются основы «жёстких навыков»
- Активный поиск новых контактов и вариантов трудоустройства
- Развивается стремление учиться самостоятельно
- Имеют право участвовать в международных образовательных проектах и стажировках для студентов и молодых профессионалов





# Что почитать?

- [http://laiko.narod.ru/posobie\\_voz.html](http://laiko.narod.ru/posobie_voz.html) статья о психологии подростков
- Colin Campbell, Hanna Kryszewska 'Learner-based teaching' RSBFT OUP идеи для уроков в контексте личностно-ориентированного обучения
- Аттватер И. Я вас слушаю... М., 1985.

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