Марокова Галина Евдокимовна

Урок на конкурс: «Из истории школьной жизни

Англии»

Урок предназначен для учащихся 8-9 классов

школ с углубленным изучением английского

языка.

**Тема урока: Роль школы в формировании личности ученика**.

The Role of School in Molding a Pupil’s

Character

(План-конспект)

Возраст учеников: 14-15 лет

Время проведения: 40 минут

**Цели урока**: систематизировать лексический и грамматический изученный материал в устных и письменных высказываниях учащихся;

**Развивающая:**

развивать умение учащихся критически анализировать полученную информацию, работая с художественным текстом Ф. О’ Коннора «Идеалист», развивать коммуникативную компетенцию, работая в парах;

**Воспитательная**: воспитывать умение культурно вести диалог с партнером, умение слушать и принимать адекватное решение.

**Задачи:**

- способствовать расширению знаний учащихся о повседневной школьной жизни детей послевоенной Англии;

-научить сравнивать и сопоставлять факты;

-сформировать навыки исследовательской деятельности учащихся по данной теме;

- формировать универсальные учебные действия.

**Предположения:**

Лексика по теме урока изучена учащимися на предыдущих занятиях.

**Оснащение**: текст “ Идеалист”, листы с заданиями, карта знаний, шесть разноцветных шляп, лист самооценки учащихся, постер, компьютер.

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| --- | --- | --- | --- |
| Деятельность, цель | Форма деятельности  учащихся | Ход урока | Оснащение |
| 1.Стадия пробуждения.  Evocation stage  Цель: вовлечь учащихся в тему урока.  Прием: Яркое пятно.  “Bright Spot”  Прием:  «Корзина идей»  “Basket of ideas”  (Приложение 1)    Прием:  «ключевые слова»  ‘Key words’  (Приложение 2)  2.Стадия осмысления.  Realization of meaning stage.  Прием:  «Тонкие и толстые вопросы»  “Thin and Thick  Questions”  (Приложение 3)  Цель : проверить знания учащихся о существующих  правилах поведения в английских школах, расширить знания учащихся  о школьной жизни в Англии и Ирландии того времени;  способствовать формированию  навыков сопоставления, сравнения и презентации.      3.Стадия рефлексии.  Reflection stage  Цель:  развивать навыки критического чтения, мотивировать устные высказывания учащихся.  Прием:  «Шесть шляп»  “Six hats”  (Приложение 5)  Прием:  «Корзина идей»  “Basket of ideas”  4.Карта знаний  Knowledge  Chart  (Приложение 6)  Цель: подвести итог полученным на уроке знаниям о культуре  Англии  и способст-  вовать развитию исследова-  тельских на-  выков.    5 Мозговой штурм.  Цель: систематизи-  ровать идеи  для презентации  «Culture  Wallchart»    Лист самооценки.  ( Приложение 7)  6.Окончание урока. | Учитель-ученики  Ученики-ученики  Ученик-ученики      Ученик-ученик      Ученик-ученики  Ученики-ученики  Ученик-ученики  Ученик-ученики  Ученик-ученики  Индивидуаль  ная работа.  Индивидуаль  ная работа    Учитель-ученики | 1 Учитель приветствует  уч-ся и помогает определить тему урока.  Большой круг появляется на доске со словами голубого цвета. Одно слово - красное. Это слово «Школа». Учащиеся догадываются о теме урока.  Учитель просит уч-ся вспомнить все, что они знают о школе и сделать утверждения, которые надо положить в корзинку.  Уч-ся работают в малых группах и представляют свои высказывания.  Учитель просит сформулировать проблему урока: влияет ли школа только положительно на человека?  Учитель просит уч-ся истолковать понимание ими слова «Идеалист».  S1 : In my opinion, idealist is a man, who believes that the world must be perfect.  S2 : I also think so, and I want to add that such people think that everybody should be friendly, kind and honest.  T : Well, I think you are on the right way.  T asks SS to read the words on the blackboard and try to predict the plot of the text .  Ready? Now tell me what the text is going to be about.  P1: I suppose, the text will be about education.  P2: I think it will be about school life.  P3: I admit, the text will be about theft of money at school.  Now, my friends, start reading the text.  Учитель предлагает сформировать пары, раздает листы заданий и просит заполнить их. Объясняет задание.  Менее способные уч-ся получают лист с «Тонкими вопросами», более успешные-лист с “Толстыми вопросами».  1.Уч-ся вовлечены в интенсивное чтение текста.  2.Уч-ся заполняют лист заданий № 1.  3. Уч-ся презентуют классу свою работу, партнеры сравнивают ответы.  Уч-ся дополняют высказывания своих одноклассников, делают комментарии.  Учитель комментирует ответы уч-ся, давая свою оценку услышанному.  T : Well, we’ve listened to each  pair today and discussed the problems connected with pat-terns of everyday school life in Britain at that time.  T: Well, it is time you should  work, thinking hard.  Break into small groups and choose the colour of your hat today.  Учитель фиксирует время на работу.  Как только уч-ся заканчива-  ют работу, они выбирают спикера от группы для презентации своей работы  ( допускается более 1 выступающего)  S1: Our hat is white. It means that we deal with statistics.  As for place:  - the events take place in one of  Irish schools .  Number of characters:   * a boy called Delaney; * his classmates, among them Gorman, Spillane, Flanagan;   - Murderer Moloney their teacher.  School life:   * punishment was introduced in schools (Bashing, caning, flogging, lifting by the ears).   Number of events:   * being late for school (punishment); * theft of money (punishment); * fight with Gorman (punishment); * Delaney is late for school again (punishment)-change of his behaviour.   City life :  -early Mass at 7 a.m.  S2: Our hat is yellow. It means that we must think positively.   * Positive is the fact that our main character Delaney liked reading; * positive is his desire to follow good examples of good people; * positive is the fact that Delaney could tell right from wrong; * positive is his wish not to be like others; * positive is his ability to develop strong will; * positive was his bravery   to be frank with his teacher;   * positive is the fact that Delaney became flexible, more reasonable.   S3: .We have a black hat on. It  means that we must find as many negative facts as possible.  So,   * school got Delaney into trouble; * cruel rules of punishment were introduced in school; * children were treated badly; * pupils never sympathized with each other; * pupils didn’t see how awful their behaviour was; * pupils betrayed each other, sucked to the teacher, stole money; * teachers at school could cry at the children; * pupils were often late for school; * their school life was un –interesting.   S4: We have a blue hat on. It means that we’ll try to analyse the events of the story. We are certain that Delaney is a boy, who wants to believe in justice, in happiness for everybody. He wants to be kind, noble, brave. And he is ready to be a real hero in life. Romantic stories about school influenced him very much. But he meets real life, which is ugly and terrible. He tries to be noble. But the question comes :”What is the use of being noble among  cowards?” And he changes his behaviour. We believe that he will remain noble in his heart. But he will behave in the future  according to the life circum -  stances.  S5: We have a red hat on It means that we are going to speak about emotions we come across in this text.   * The whole atmosphere of the text is depressing; * bad behaviour of his classmates caused pain and shame in the heart of Delaney; * Delaney is frightened when he is late for school; * Delaney suffers when his classmates mock at him; * all his fellows are shocked when they see their master’s cruelty; * Delaney is in panic when he is late for classes; * Delaney’s fellows despise him as they think that Delaney wants to show off.   S6: We have a green hat on. It means that we are to think something original . We’ve decided to create a picture because children like reading books with pictures. We want to suggest you our ideas. In the picture it would be reasonable  to draw a big figure of Master  Moloney. His face must be strict, angry and furious because they are his natural features of character. He must have a cane in his hands. In the other hand he has a book of romantic stories. It is a very important detail, as everything began with this book. The other figure in the picture must be a boy. His face is noble, his eyes are sad and full of tears. His cheeks are red as he feels shame for the actions of his teacher.  Delaney stands apart from his  сlassmates: he can’t belong to the group of his fellows.  ( Уч-ся обмениваются своими идеями)  Учитель благодарит уч-ся за их интересную работу и просит их достать из «Корзины идей» составленные ими ранее высказывания.  Уч-ся сравнивают свои идеи с теми, что они узнали из текста и заполняют карту знаний.  Учащиеся находят решение проблемы.  Учитель:Now I want you to think of some other fields of everyday life in Britain that can present interest for you.  Учитель сообщает классу, что они узнали на данном уроке и что они хотели бы узнать из культурной жизни Англии на следующем уроке. (Knowledge Chart)  Учитель помогает учащимся грамотно организовать свои мысли .    Учитель: Now let’s make pairs and choose any topic you want to prepare for the Culture Wallchart for the next lesson.  Класс может разделить тему на подтемы.  Учитель предлагает уч-ся поработать в Интернете и найти интересующий их материал, предлагает свою литературу по теме следующего урока.  Учащиеся работают с листом самооценки.  Учитель комментирует домашнее задание.  Учащиеся благодарят учителя за урок, расходятся. | «Корзина идей»  Постер с ключевыми словами |

Приложение 1

The Idealist

Frank O’Connor

I don’t know how about education, but it never seemed to do anything for me but get me into trouble. I liked adventure stories, they were romantic. The fellows in the stories were given “lines” in Latin if they did anything wrong .They never cried when they were flogged. They never told lies and betrayed classmates. But I didn’t like my school: we had no football team and our teacher Murderer Moloney lifted us by the ears or bashed with a cane. The fellows sucked up to the masters and put the blame on others. I felt ashamed. When they were late for school they told lies.

I was frightened when I was late. I couldn’t tell a lie that I was at Mass and I told the truth. The class and the teacher were surprised. This was a new line for them.

The teacher’s face was red and he cried. He bashed me. My fellows looked at me as if I were an animal. He bashed me all the time I wanted to tell the truth. One day somebody had stolen money from Flanagan’s coat. I remembered Gorman taking something from a coat. The Murderer asked everyone but nobody told the truth. I didn’t betray Gorman. The teacher asked me to turn out the pockets and began to shout at me, he went mad, he was angry and ordered me to hold my hands. Every-

body was shocked but they had little sympathy with me .“You should call police”,

they advised me. He should be punished for cruelty. But they couldn’t understand

me why I hadn’t betrayed Gorman. “Delaney, said Spillane pityingly, “you are getting madder and madder. Next time after my fight with Gorman the Murderer

ordered Gorman to cane me.” I’m not a thief. You have no right to give him the cane.If you do it, I’ll go to the police and we’ll see who the thief is. I’m not a spy.

all the fellows here are dirty spies. Next day Gorman wanted to begin the fight, but Spillane ordered him away.

Next morning I was in panic I was late for school. “What kept you, Delaney?” the Murderer asked quietly.

“I was at Mass, sir.”

“All right”. Take your seat”. He seemed a bit surprised. His pets had brought him the true story

of Flanagan’s shilling. He probably felt a fool.

But by that time I didn’t think about school. In my school bag I had another story. Not a school story this time.” Bang! Bang! - that was the only way to deal with men like the Murderer.

Приложение 2

Evocation stage

**Technique : Basket of ideas**

**1 Give general statements about school**

P1: Children wear a school uniform in many schools.

P2: Teachers are the best friends of students. They help

them study and gain success.

P3: School helps students mold their personality.

P4: School develops pupils physically, mentally and

spiritually.

P5: Schools are equipped with computers, notebooks,

earphones, smart boards, etc.

P6: The atmosphere at school is friendly and helpful.

P7: Pupils participate in different subject Olympiads,

concerts, festivals, sporting events, meetings.

P8: Students can share their problems with their teacher,

who is always ready to help them.

Приложение 3

**Technique : Key words**

2 Read the words on the blackboard and try to predict

what the text is going to be about.

1 Get into trouble

2 Theft of money

3 Classmates

4 Football

5 Romantic stories

Приложение 4

Realization of meaning stage

Task Sheet

|  |  |
| --- | --- |
| Thin questions | Thick questions |
| 1 What made Delaney believe that people must be perfect? | 1 Why did Delaney hate school?  Give several explanations. |
| 2 Why did he feel ashamed at school? | 2 Why was it so difficult for his classmates to understand Delaney?  Explain the reason. |
| 3 Who stole money one day? | 3 Can you agree with the statement that everything at school depends on the teacher? |
| 4Did Delaney betray his classmate? | 4 Is it right to say that Delaney was an ideal pupil? |
| 5 What is the name of the boy who tried to give him some advice? | 5 What will it be if Delaney  moves to another school? |

Приложение 5

**Стадия осмысления**

**Прием «Шесть шляп»**

**1. A white hat deals with statistics.**

**2. A yellow hat deals with positive thinking.**

**3. A black hat deals with finding negative facts.**

**4. A blue hat deals with analysis of events.**

**5. A red hat deals with emotions a reader comes**

**across in the text.**

**6. A green hat deals with some creative tasks**

**pupils think of.**

Приложение 6

**Technique : Knowledge Chart**

1.Compare your ideas about school life with those you have learnt from the text.

|  |  |
| --- | --- |
| **Previous**  **knowledge** | **Now knowledge** |
|  |  |

Приложение 7

Self-assessment list

Форма самооценки своей деятельности на уроке

|  |  |  |  |
| --- | --- | --- | --- |
| Мое участие в работе на уроке  My participation  in the lesson | Урок вызвал во мне чувство…  My feelings and emotions during the lesson | На уроке у меня возникли трудности с …  My difficulties | С урока я вынес ценные мысли: …  Valuable thoughts  for me from the lesson |
|  |  |  |  |