

План – конспект урока английского языка, 10 класс

Тема: «Такие же или другие»

Topic: “Same or different?”

Objectives:

- develop student’s attitude to belonging to a group and expressing individualism;
- learn to evaluate the results of the group work

Skills development:

- Practice of expressing and exchanging opinions
- Practice of reading for gist
- Practice of note- taking while listening

Procedure:

STAGE	PURPOSE	CLASS MANAGEMENT
1. Warm-up	to introduce the issue	whole class
2. Listening	To arouse Ss interest in the issue	individual group work
3. Reading	to practise listening for details	individual
4. Speaking	To practise note-taking To enlarge vocabulary on the topic to practise reading for details To reflect on the issue to practise expressing and exchanging ideas	opinions

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ХОД УРОКА

I. Организационный момент

– Good morning students! I'm glad to see you here.

Today young people have particular relationship with the world. There are many groupings (subcultures) that have interests different from the main culture. A particular cultura grouping, is a way for teens to express their individuality.

II. Warming-up

Last lesson we read, studied and discussed the text about «Straight edgers» (New millennium English 10. Student's book. О.Л. Гроза Unit 2 'Identity'. Lessons 1-2). Let's recollect the structure of this grouping according to the next points:

origins

appearance

philosophy:

ordinary

extreme

Students tell a few words about each point.

To be ready to tell about this grouping in the whole, students have got a task:

1. Strong student's task is to put the paragraphs in the right order.

1) Extreme straight edgers are impatient with anyone who drink and smoke. They are prepared to hurt people in an attempt to get their message across.

2) Perhaps it is lack of any other way to express themselves that attracts teenagers to the straight edge philosophy. Many young people these days are taking a greater interest in the world in which they live.

3) Straight edgers are a growing group of young people who are unhappy with the society in which they are growing up. Being a "straight edge" means that you don't drink, smoke or take drugs, but follow a vegetarian diet and are involved in environmental, political protest. Music plays an important role

4) They make a statement with their fashion as well as with their philosophy. A tidy appearance is popular, with baggy trousers and T-shirts. Tattoos are a popular statement of straight edge membership.

5) The problem today is that while some see the straight edge phylosophy as positive, many others see it as being intolerant to others. "Ordinary" want to have clean, healthy and positive lifestyle, and "extreme" are aggressive towards different beliefs and lifestyles.

2. Other student's task is to fill in the gaps. Fashion; drink, smoke, take drugs; growing group; music; unhappy; protests; lifestyle; punk rock; beliefs; impatient; hurt.

Straight edge teenagers are a ... of young people who are ... with the society in which they are growing up. Being a " straight edge" meant that you didn't ..., ...,

They also participate in animal rights ... plays an important role. Straight edge bands grew out of the ...

movement in the 1980s. "Ordinary" straight edgers want to have a clean, healthy and positive ..., "extreme" are aggressive towards different ...and lifestyles. Extreme edgers are ... with who drink and smoke, they may ... people in an attempt to get their message across. They make a statement with their ... as well as with their philosophy.

To check up the results of the work of weak students and integral activities we've chosen two experts from students. They have a card with criteria. Then strong students present the story by each point in the right order. The rest of the class listens to and checks up the filling in.

Possible questions: Is any volunteer? Can you add anything? What is the opinion of our experts?

Experts speak about results, mistakes.

III. Introduction in the topic

We go on to study the world's culture and to discuss different groupings. It's clear that you know such famous subcultures as Hippies, Punks, Goths, Rockers.

Appendix I "Same or different" ([Приложение1](#))

The problem of our lesson is to find out the familiar and different points in these groupings, and for today you had to be ready to represent a certain group.

IV. Presentation of one of the subcultures

Each group of students represents one of the subcultures, during the presentation your task is to listen to and to complete this table.

For presentation you can use the next plan:

Origins;

Appearance & Clothes;

Philosophy

a) Combine all information about different subcultures in the table

b) Find similarities and differences

A member of group	Clothes	Music	Specific features	Similarities	Differences
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Straight Edgers

ROCKER

HIPPIES

PUNKS

V. Reading for detail

It is clear that in the English speaking countries there are a lot of groupings and I want you to complete your table with the information about these groups.

Do you know?

1. MOD
2. RAVER
3. BIKER
4. HACKER

Using the computer each group or a member of the group will read the information in the "My Files", The file is "CARDS" and do the task. For example:

How Do Teens Express Their Individuality

Read the descriptions of different groups and match the paragraphs with the names of these subcultures:

1) UNK; 2) GOTH; 3) HIPPIE; 4) MOD; 5) HACKER; 6) RAVER; 7) SKINHEAD

A. These people developed their own style distinct from others. A person has college-style hair, a neat white shirt, a short jacket, or a short blazer jacket, and narrow trousers. The clothes are Italian by choice. Pale face, plenty of make-up. Scooters (light motor cycles) are the preferred means of transportation. He or she prefers soul music.

B. A young person who dresses in a shocking way to express his or her identity (who somebody is). He or she has brightly colored hair and wears metal chains. The person is thought to rebel (protest) against the society. The music is aggressive. They reject (say no to) everything.

C. A young person who wears a leather jacket, army boots and a cow boy hat just to show off. He is associated with something rebellious.

D. Some classify these types of people like drug users and rock and roll fans, since their behaviours differ from social norms. They don't conform (don't keep) to society's standards and support a liberal attitude and lifestyle. They always want to change the world to the best.

E. They are the 'wizards' of the computer community; people with a deep understanding of how their computers work, and can do things with them that seem 'magical'. They do not protest against their parents.

F. These are the folks who use computer-made, synthesized music, and drugs to create massive all-night dance parties in empty warehouses (склад). They like to be in a collective. They want to try out all sort of options (to test all things that they can choose) and are thought to be violent (showing strong physical force).

G. The members of this subculture wear the blackest black, with a lot of silver jewellery and have very black hair and look as thin and pale as possible. The members gather together to read Bram Stoker and talk about being vampires, and about the end of the world.

Answers: 1. B; 2. G; 3. D; 4. A; 5. E; 6. F; 7. C.

More information you can.

VI. Discussion.

The other student will ask questions to opponents and make a conclusion about their attitude to other groupings. The rest of the group will answer the questions. Be polite, patient, attractive. Our experts will have to decide what grouping is more successful.

During the discussion you can use the cards with the material:

Useful expressions

As a result... It is true....

Besides... On the one hand \ on the other hand...

By contrast... Other people disagree \ have a different opinion..

Finally ... Sadly...

Firstly ... Some people say \ believe...

For example... To begin with...

In conclusion ... To sum up...

In fact... Unfortunately... \ Fortunately

Useful adjectives

Impolite Unusual

Impatient Unfashionable

Unfair Impossible

Ineffective Intolerant

Impure unfamiliar

Questionnaire:

- Why do they choose them? Which peculiar features of the groups do you approve or disapprove?
- What do you think of the attitude of society towards the members of different subcultures and groups? – What is your attitude towards the members of different subcultures?
- Are you a member of some youth group? Why did or didn't you join it?

Group work

- What is your attitude towards subcultures (punks, Goths, rockers, hippies, ordinary teens) ...?
- Do you think ... are all right?
- Are you for ...?
- Do you approve of ...?
- Are your gangs really dangerous?
- What do you think about (punks, Goths, rockers, hippies) ...?

VII. The result of the work

Students present the new information, complete the table, discuss their ideas and make a conclusion about the problem of the lesson “What are the familiar and different points of these subcultures”

The experts sum up the results of the individual work and group cooperation, comment the mistakes and the results of the work.

Students share their opinions about the lesson, their feelings, their results.
The teacher thanks students, sum up their work at the lesson.

Students' Exchange Programs. 10-й класс

Образовательные цели: получение информации о том, что такое программа по обмену учащимися; понимание и высказывание в соответствии с конкретной ситуацией общения (обмен); осуществление речевого и неречевого поведения, принимая во внимание правила общения и национально-культурные особенности страны изучаемого языка.

Воспитательные цели:

развитие социокультурной компетенции, формирование толерантного отношения к культуре других стран и народов.

Практические задачи.

- 1) Закрепить знания, умения и навыки всех видов речевой деятельности: чтения, грамматики, аудирования, письма.
- 2) Развивать навыки диалогической и монологической речи; актуализация лексики по теме: Students' Exchange Programs.
- 3) Развивать грамматические навыки по теме: "Времена английского глагола".

Оборудование:

- 1) магнитофон;
- 2) интерактивная доска;
- 3) записи;
- 4) презентация.

Оформление класса:

- 1) флаги англо-говорящих государств;
- 2) идентификационные карточки участников;
- 3) названия государств.

План – конспект урока английского языка, 10 класс

Торіс: «Students' Exchange Programs.»

ХОД УРОКА

Вступительная часть

(warming – up activity).

Teacher: Hello, my dear friends! I am very glad to see you in our English-speaking club. The topic of this meeting is “Students' Exchange Programs”. Today we'll discuss the benefits of such programs and we'll visit one of the European Schools of English in Brighton in Great Britain. Before our meeting we divided into four groups. And we want to ask you a question:

What do we mean when we say “ Students' Exchange Programs”?

Students' possible answers:

S1: I think, it is when students from our country visit any other country and study language there, living in the family.

S2: And students from any foreign country can study in Russian schools in exchange and live in Russian families.

Основная часть.

Развитие навыков аудирования.

Модуль аудирования (слайд №2).

- You are going to listen to an interview given by a person in charge of an Exchange program.
- Work in pairs or in small groups.
- Decide how American and Russian students can benefit from such programs.
- List your ideas.
- Listen to the interview.
- Look at the list you have made and say which benefits the speaker mentioned.

Before listening.

Teacher: OK, please, decide now, how can students from different countries benefit from such programs. List you ideas!

На листах бумаги учащиеся записывают фломастером те преимущества программ по обмену, которые , на их взгляд, существуют.

Teacher: Now, put your lists on the blackboard and read them. Thank you!

While listening.

Now we want you to listen to the interview given by an American person in charge of an Exchange program between Russia and America. Then, look at the lists you have made and say which benefits the speaker mentioned.

Учащиеся слушают аудиозапись интервью(аудиоприложение к учебнику New Millennium English, 10 класс;Unit 1, Lessons 7-8), используя модуль для аудирования в презентации на интерактивной доске.

Follow-up activities.

Учащиеся выполняют задания, прослушав текст(задания в презентации на интерактивной доске:слайды №3, 4).

Слайд №3: Answer the questions:

1. What are the goals of the Exchange programs for secondary school students?
2. What does a person need in order to be a successful candidate?
3. What are the reasons for the success of the Exchange programs?
4. What are the major problems exchange students have?
5. What impact have the programs had on individuals, on the community, on the countries involved?

Слайд №4: Match expressions:

1. To break the stereotypes
 2. To build a bridge between the countries
 3. Applicant
 4. To apply for the program
 5. To apply the knowledge
 6. To adapt to
 7. To represent the country
 8. To be nominated for the program
-
- a. To improve understanding between the countries
 - b. To get accustomed to
 - c. To ask to participate in the program
 - d. Someone who wants to participate
 - e. To use the knowledge
 - f. To symbolize the country
 - g. To be offered the chance to participate in the program
 - h. To change existing images

Развитие навыков письма.

Teacher: You have named some benefits from Students' Exchange Programs. Do you want to take part in such programs? If yes, let's fill in the applications.

Учащиеся заполняют анкету на английском языке. (Форма анкеты выведена в презентации, слайд №5).

Application Form

Name, surname;

Age;

Country where you live;

Abilities in English:

- a) Speak, read, write fluently
- b) Speak, read, write well
- c) Speak, read, write with difficulty

Accommodation:

- a) Host family
- b) Hotel
- c) School residence

Entertainment.

Развитие навыков устной речи.

Teacher: Now imagine that you are in Great Britain in Brighton in European School of English. Welcome to our school! We have students from four countries here: Russia, Australia, The USA and Malta. All of you want to improve your English here, to make new friends and to know more about history, culture and people of Great Britain. To know more about each other we would like you to tell us about yourselves according to the plan. The plan is on the blackboard. Think and speak.

Каждая группа рассказывает о себе и о своей стране. Члены групп задают друг другу вопросы и обмениваются мнениями. Примерный план рассказа выведен в презентации на интерактивную доску(слайд №6).

Plan of the story:

Appearance;
Personality;
Family;
Home town, favorite places;
School, favorite subjects;
Most important things about the country;
Hobbies and favorite pastime;
Sport in your life, games you play;
The most important events in your life.

Закрепление навыков грамматики.

Teacher: Who has already been to any English-speaking country? Did you live in a school residence or in a host family? Did you obey any rules? Name them using correct forms of English verbs.

Учащиеся называют правила поведения в принимающей семье, правильно используя времена английского глагола.

Развитие навыков чтения с детальным пониманием текста.

Читаем правила поведения в принимающей семье, выведенные в презентации на интерактивной доске(слайд №7).

- Try to integrate as much as possible in the family routine. Remember that you are in the UK, so also try to adapt to the English culture and avoid speaking in your native language.
- Obey the family regulations.
- Please do not waste water. It is precious and very expensive in the UK.
- Leave the bathroom as clean and dry as possible. Please be properly dressed.
- Switch off the lights and all other electrical appliances if you are not in the room. Electricity is also expensive in the UK.
- Do not help yourself to food or drinks. Please ask your host family first.
- If you want to invite your friends, make sure it is okay with your host family.
- Never use the telephone without asking and offer payment if you need to use it.
- The family and the school are not responsible for personal property that is mislaid, flight tickets or personal documents. Keep them locked in your suitcase.

Итоги урока.

Teacher: Thank you for your work at our meeting. You worked successfully. Your homework will be: This is a program of your staying in Brighton, read it carefully and at our next lesson we'll discuss it and you'll have a test according to which we usually form groups for classes.

Учащиеся получают программу пребывания и обучения в Англии. Учитель выставляет оценки и подводит итоги урока.

Teacher: Don't forget about your student's cards and the rules. Thank you and good-bye!