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высшего профессионального образования

«Национальный исследовательский университет

«Московский энергетический институт»

МЕТОДИЧЕСКИЕ РАЗРАБОТКИ К УРОКУ «CULTURE OF BEHAVIOR»
ДЛЯ СТУДЕНТОВ НЕЯЗЫКОВЫХ ВУЗОВ

Цель урока: развитие продуктивных умений говорения

Задачи урока:

1. развитие устной речи
2. знакомство с материалами сети Интернет, фактами из жизни знаменитых людей
3. введение и контекстуальное закрепление лексики

Наглядность:

- фотографии
- распечатки новостной статьи из сети Интернет

Ход урока:

Этап урока	Деятельность учителя	Анализ
I. Орг. момент	Приветствие. Today we're going to discuss a story from the life of one famous person.	Проводится на английском языке. Организует внимание студентов.
II. Основная часть		
1	Предварительное обсуждение темы текста:	
1.1	When do people apologize? Do you think it's necessary? Do only weak people apologize?	Предварительное обсуждение темы текста с опорой на заголовок – раскрывает учащимся

		содержание и проблематику предстоящего урока
1.2	Suggest nouns, adjectives, verbs to describe apology. e.g. quietly, weakly, genuine, to feel guilty, offender, etc.	Активизация словарного запаса студентов, начало общения по теме, составление лексических «корзин» для обсуждения данной темы
2	Этап фонетической отработки	
2.1	Repeat the following words and combinations all together after the teacher. Mind your correct pronunciation and intonation: benefit of the doubt, apologize, genuine, to be captured, unacceptable, wounding, to be obtained, make the admission, to be a role model, in jest, an understudy, to condemn, a hate word, to accept an apology, undermine efforts to recruit, to deter from, to tackle, to rear, to launch an investigation, to tolerate, inappropriate behavior, to take an allegation, to take into account, a dressing down, a “raghead”, to be under-represented	Автоматизация фонетических навыков, знакомство с активной лексикой урока
2.2	Translate these words and word combination to memorize them.	Снятие языковых трудностей
2.3	Before reading the text read the list of proper names which you’ll meet in it. Read the text aloud. Mind your pronunciation and intonation.	Знакомство с аутентичным текстом, достижение произносительных автоматизмов
3	Этап выполнения репродуктивных учебных заданий	
3.1	Translate the following word combinations into English and read out the sentences with the above words and word combinations: использование расистской лексики, неприемлемый и оскорбительный, вероятно поговорил, выпускать из поля зрения, был получен, не имеет места, сделал признание, быть образцом для подражания, считать сокращение (аббревиатурой), перейти черту, часто называли, осуждать, принять извинение, подрывать попытки, отпугивать от, начать расследование, не терпеть, принять заявление, этнические меньшинства	Развитие умения воспроизводить участки текста, используя активную лексику. Закрепление активной лексики в контексте
3.2	No more reading, please. Now you only speak. In case you are not sure look up the text. Paraphrase the following using the original text: 1. Labor MP said the term was in admissible.	Активизация активного материала в условиях заданной учебной ситуации,



	<p>(unacceptable)</p> <ol style="list-style-type: none"> Harry's commanding officer will speak to him soon. (was likely to speak) We should pay attention on such facts. (should lose sight) Prince Harry served in the Army very well. (no better example of public service) A video was received by a Sunday newspaper. (obtained) 	
3.3	<p>Complete the following sentences:</p> <ol style="list-style-type: none"> It was a mistake and he... (has made the admission of that) His father has shown how much can be done... (to build relationships between communities) We cannot use language of this kind ... (even in jest) He is third ... (in the line to the throne) He said he regarded "Paki" ... (as an abbreviation) 	Автоматизация употребления участков текста
3.4	<p>Explain the situations by finding the proper arguments in the text. Do not forget to repeat the beginning:</p> <ol style="list-style-type: none"> He didn't cross the line because... (he regarded it as an abbreviation) The father of the soldier criticized the prince for... (using a "hate word") Muhammad Abbasi was hurt because... (the prince used that language against his son) Labour MP said it would be a shame because... (the incident can undermine efforts to recruit from diverse communities) The armed forces will tackle discrimination because... (it will deter people of Pakistan origin from joining the military) 	Получение заданного результата по образцу; основная задача – научить апеллировать к тексту в случае затруднений с оформлением языковой стороны высказывания
4	Этап репродуктивно-продуктивных учебных заданий	
4.1	<p>Answer Who-questions by giving full answers:</p> <ol style="list-style-type: none"> Who apologized sincerely? (prince Harry) Who was an officer cadet? (prince Harry) Who criticized the Prince? (soldier's father) Who should accept the apology? (Pakistani Army) Who will tackle discrimination? (the armed forces) 	Вопросы на понимание текста
4.2	<p>Give reasons or explain the situation by using the original text only:</p> <ol style="list-style-type: none"> Prince Harry used the racist language so... (he had to apologize) 	Упражнение на выявление причинно-следственных связей



	<p>2. Muhammad Abbasi didn't accept his apology because ... (Pakistani Army should do it first)</p> <p>3. Prince Harry should spend more time with his father because... (he can show him how to build relationships between communities)</p> <p>4. An officer of Royal Marines defended the Prince because... (he regarded "Paki" as an abbreviation)</p> <p>5. No complaint was made so... (the Army would not launch a formal investigation)</p>	
4.3	<p>Ask different types of questions to get additional information: The British public will give Prince Harry the "benefit of the doubt" after he apologized for using racist language.</p>	Игровая форма работы – студент, повторно задавший уже прозвучавший вопрос, выбывает, победитель – задавший вопрос последним
4.4	<p>Explain in English what it means: wounding, lose sight, have no part, build relations, to be in line to the throne.</p>	Развитие умения языковой замены в случае затруднения при высказывании
5	Этап выполнения продуктивных заданий	Основная задача этапа – развить умение выражать свои мысли на лексико-грамматическом материале аутентичного текста
5.1	<p>Interview a) Prince Harry, b) his friend soldier about the relationships in the army.</p>	Моделирование ситуации реального общения
5.2	<p>Develop the situation as if you were: a) Harry's commanding officer, b) Prince Charles.</p>	Составление самостоятельного монологического высказывания
5.3	<p>You approve\disapprove of Prince Harry's behavior. Give your arguments to prove your point of view.</p>	
5.4	<p>Make up a character sketch of Prince Harry.</p>	
5.5	<p>Make up a story about yourself as a typical soldier of British Army Forces using the active words and word combinations of the text.</p>	
5.6	<p>Suggest what Prince Harry and his friends may be speaking about daily.</p>	
6	Этап контроля	
6.1	<p>Choose the right alternative: The British public will give Prince Harry the "benefit...the doubt". 1.of 2.for 3.from Prince Harry has served his country...active service. 1.in 2.on 3.of There is no better example...publish service. 1.in 2.from 3.of A home video was obtained...a Sunday newspaper. 1.by 2.with 3.from</p>	Контроль усвоения употребления предлогов в конструкциях аутентичного текста



	His comment has “no part... our life”. 1.of 2.about 3.in	
6.2	Complete the following by reproducing the right context: 1. It was a mistake and he ... (has made the admission of that) 2. His father has shown how much can be done ... (to build relations between communities) 3. He is the third ... (in line to the throne) 4. The father of the soldier criticized the Prince ... (for using what he called a “hate word”) 5. The armed forces will ... (tackle discrimination)	Контроль запоминания, правильного употребления словосочетаний текста
6.3	What problems are mentioned in the text? (relations in the Army; using dirty language; behavior of public figures) Is it important to behave yourself in public or in private?	Повторение пройденного материала, выводы
6.4	Retell the story from the point of view of one of the characters.	Творческое монологическое высказывание
7	Этап креативного контроля	
7.1	And now your homework. At home write a letter with your comment on the situation and your advice what should be done further.	Домашнее задание Развитие навыков письма – личное письмо, повторение лексического материала, выводов урока
7.2	Find some interesting news on the web-site BBC.com. and retell it in class next time.	Развитие общеучебных навыков учащихся: поиск информации в сети Internet, работа с аутентичным текстом
III. Заключительная часть		
	You all have been working very well today. I’m sure you’ve known a lot about the culture of behavior that will help you to have good relationships with people. The lesson is over. Good bye.	Воспитательное значение урока: необходимость вежливого поведения для взаимоотношений с окружающими

Коммуникативно-ориентированное обучение на основе аутентичного текста

Требования к тексту: - коммуникативность

- актуальность тематики

- познавательность

Аутентичный материал характеризует особенность менталитета, систему культурных ценностей, отражает естественное языковое употребление, осуществляет погружение в естественную языковую среду.

На практическом занятии язык выступает как средство общения. Обильная коммуникативная практика развивает чувство языка.

Аутентичный текст должен быть информативный и интересный для учащихся, должен стимулировать языковую активность.

Процесс развития коммуникативных навыков включает несколько этапов, последовательность которых определена закономерностью формирования речевых навыков – репродуктивных, репродуктивно-продуктивных и продуктивных упражнений.

Основная задача коммуникативно-ориентированного урока: обучение опосредованному общению на материале аутентичного текста.

Наглядность, раздаточный материал: репродукции, список имен собственных, распечатки с заданиями.

Методы:

- репродуктивный – выполнение заданий на основе образца;
- проблемное изложение – сообщение темы урока, первичное обсуждение темы, постановка проблемных вопросов;
- продуктивный – оформление самостоятельного высказывания.

Формы работы:

- индивидуальная;
- групповая;
- парная работа;
- фронтальный опрос;
- игровая.

Межпредметные связи: информационные технологии.



Методы контроля: составление диалогических и монологических высказываний, тест.

Домашнее задание: письмо, поиск и пересказ информации – развитие общеучебных навыков.

Прогнозируемые результаты работы:

- учащиеся умеют самостоятельно делать выводы и высказывать свое мнение на основе полученных сведений;
- учащиеся освоили различные формы работы (индивидуальную, парную);
- учащиеся умеют использовать языковой материал для выражения своих мыслей, касающихся культурных традиций стран изучаемого языка;
- учащиеся умеют вступать в диалогическое общение, формировать монологическое высказывание.



Раздаточный материал к уроку:



Prince's apology genuine, says PM

Gordon Brown has said he believes the British public will give Prince Harry the "benefit of the doubt" after he apologised for using racist language.

Mr Brown told GMTV he saw Harry's apology as genuine, after the prince was captured on film calling a fellow cadet "our little Paki friend" in 2006.

Labour MP Keith Vaz said the term was "unacceptable and wounding".

The defence secretary said Harry's commanding officer was likely to speak to the prince in the next few days.

John Hutton told the Commons: "We should not lose sight of one very important fact in all this, that Prince Harry has served his country on active service in Afghanistan and I believe very strongly that there is no better example of public service than that."

The comment was in a home video Prince Harry made when he was an officer cadet in 2006 and which was obtained by a Sunday newspaper.

'Role model'

Speaking on GMTV, the prime minister said his comments had "no part in our life".

"It was a mistake and he's made the admission of that..." he said.

"... the British people are good enough to give someone who has actually been a role model for young people and who has done well fighting for our country... the benefit of the doubt," Mr Brown said.

Although he did not think Prince Harry was a racist, Labour MP Keith Vaz told BBC Radio 4's Today programme that he should spend more time with his father, who had "shown how much can be done to build relations between communities".

"We cannot use language of this kind, even in jest," he said.

"He is not an understudy for Bernard Manning. He is third in line to the throne; he is a role model."

Rod Richards, who served as a Foreign Office minister in former prime minister John Major's Conservative government and also as an officer in the Royal Marines, defended the prince on the Today programme.

He said he regarded "Paki" as an abbreviation, and the prince, in his view, had "not crossed the line".

Welshman Mr Richards added that he was frequently called "Taffy" in the Army, and even in the House of Commons a colleague used to make references to him "having sexual relations with sheep".

'Hate word'

The father of the soldier involved has also criticised the prince for using what he called a "hate word".

Muhammad Yaqoob Khan Abbasi spoke to the Daily Mail from his home in Pakistan, and condemned the prince's comment about his son, Ahmed Raza Khan.

He told the newspaper: "When I saw the video I was very, very hurt. I strongly condemn the fact that Prince Harry used that language against my son.

"That word he used is a hate word and should never be used against any Pakistani.

"Prince Harry should apologise to the Pakistani Army and to the Pakistani government for this. I cannot accept his apology unless they first accept his apology."

In the Commons, Labour MP Diane Abbott said it would be a "shame" if the incident undermined efforts in the military to recruit from "diverse communities".

And Labour MP Harry Cohen suggested the prince's comments would deter people of Pakistani origin from joining the military.

In response, the defence secretary said: "The armed forces will tackle discrimination wherever it rears its ugly and unacceptable head, and we have shown that we are prepared to do that."

The Army said it would not launch a formal investigation into the matter because no complaint had been made.

But a spokesman said: "The Army does not tolerate inappropriate behaviour in any shape or form.



"The Army takes all allegations of inappropriate behaviour very seriously and all substantive allegations are investigated. This specific case will be dealt with in line with normal army procedures."

It is understood the prince's swift apology and the length of time since the offence will be taken into account and he could simply face a dressing down.

The prince also came in for criticism for another video clip in which he described a fellow Army cadet as a "raghead".

The Army has been trying to recruit soldiers from ethnic minority backgrounds as these are currently under-represented in the services.

Словарь к уроку

benefit of the doubt	Польза от сомнения
apologize	Извиняться
genuine	Искренний
to be captured	Быть пойманным
unacceptable	Неприемлемый
wounding	Ранящий
to be obtained	Собрать, получить
make the admission	Сделать признание
to be a role model	Быть ролевой моделью
in jest	В шутку
an understudy	Дублер
to condemn	Осудить
a hate word	Отвратительное слово
to accept an apology	Принять извинение
undermine efforts	Подрывать усилия
to recruit	Набирать
to deter from	Отпугивать от
to tackle	Бороться
to rear	Поднимать
to launch an investigation	Начинать расследование
to tolerate	Терпеть
inappropriate behavior	Несоответствующее поведение
to take an allegation	Принимать заявление
to take into account	Принять в расчет
a dressing down	Выговор
a "raghead"	Тряпичноголовый
to be under-represented	Иметь малую численность



Вариант для студентов

Этап урока	Деятельность учителя
1	Предварительное обсуждение темы текста:
1.1	When do people apologize? Do you think it's necessary? Do only weak people apologize?
1.2	Suggest nouns, adjectives, verbs to describe apology.
2	Этап фонетической отработки
2.1	Repeat the following words and combinations all together after the teacher. Mind your correct pronunciation and intonation: benefit of the doubt, apologize, genuine, to be captured unacceptable, wounding, to be obtained, make the admission to be a role model, in jest, an understudy, to condemn a hate word, to accept an apology, undermine efforts, to recruit to deter from, to tackle, to rear, to launch an investigation to tolerate, inappropriate behavior, to take an allegation, to take into account a dressing down, a "raghead", to be under-represented
2.2	Translate these words and word combination to memorize them.
2.3	Read the text aloud. Mind your pronunciation and intonation.
3	Этап выполнения репродуктивных учебных заданий
3.1	Translate the following into English and read out the sentences with the above words and word combinations: использование расистской лексики, неприемлемый и оскорбительный, вероятно поговорил, выпускать из поля зрения, был получен, не имеет места, сделал признание, быть образцом для подражания, считать сокращение (аббревиатурой), перейти черту, часто называли, осуждать, принять извинение, подрывать попытки, отпугивать от, начать расследование, не терпеть, принять заявление, этнические меньшинства
3.2	No more reading, please. Now you only speak. In case you are not sure look up the text. Paraphrase the following using the original text: <ol style="list-style-type: none"> 1. Labor MP said the term was inadmissible. 2. Harry's commanding officer will speak to him soon. 3. We should pay attention on such facts. 4. Prince Harry served in the Army very well. 5. A video was received by a Sunday newspaper.
3.3	Complete the following sentences: <ol style="list-style-type: none"> 1. It was a mistake and he... 2. His father has shown how much can be done... 3. We cannot use language of this kind ... 4. He is third ... 5. He said he regarded "Paki" ...
3.4	Explain the situations by finding the proper arguments in the text. Do not forget to repeat the beginning: <ol style="list-style-type: none"> 1. He didn't cross the line because... 2. The father of the soldier criticized the prince for... 3. Muhammad Abbasi was hurt because...



	4. Labour MP said it would be a shame because... 5. The armed forces will tackle discrimination because...
4	Этап репродуктивно-продуктивных учебных заданий
4.1	Answer Who-questions by giving full answers: 1. Who apologized sincerely? 2. Who was an officer cadet? 3. Who criticized the Prince? 4. Who should accept the apology? 5. Who will tackle discrimination?
4.2	Give reasons or explain the situation by using the original text only: 1. Prince Harry used the racist language so... 2. Muhammad Abbasi didn't accept his apology because ... 3. Prince Harry should spend more time with his father because... 4. An officer of Royal Marines defended the Prince because... 5. No complaint was made so...
4.3	Ask different types of questions to get additional information: The British public will give Prince Harry the "benefit of the doubt" after he apologized for using racist language.
4.4	Explain in English what it means: wounding, lose sight, have no part, build relations, to be in line to the throne.
5	Этап выполнения продуктивных заданий
5.1	Interview a) Prince Harry, b) his friend soldier about the relationships in the army.
5.2	Develop the situation as if you were: a) Harry's commanding officer, b) Prince Charles.
5.3	You approve\disapprove of Prince Harry's behavior. Give your arguments to prove your point of view.
5.4	Make up a character sketch of Prince Harry.
5.5	Make up a story about yourself as a typical soldier of British Army Forces using the active words and word combinations of the text.
5.6	Suggest what Prince Harry and his friends may be speaking about daily.
6	Этап контроля
6.1	Choose the right alternative: The British public will give Prince Harry the "benefit...the doubt". 1.of 2.for 3.from Prince Harry has served his country...active service. 1.in 2.on 3.of There is no better example...publish service. 1.in 2.from 3.of A home video was obtained...a Sunday newspaper. 1.by 2.with 3.from His comment has "no part... our life". 1.of 2.about 3.in
6.2	Complete the following by reproducing the right context: 1. It was a mistake and he ... 2. His father has shown how much can be done ... 3. He is the third ... 4. The father of the soldier criticized the Prince ... 5. The armed forces will ...
6.3	What problems are mentioned in the text? Is it important to behave yourself in public or in private?



6.4	Retell the story from the point of view of one of the characters.
7	Этап креативного контроля
7.1	At home write a letter with your comment on the situation and your advice what should be done further.
7.2	Find some interesting news on the web-site BBC.news and retell it in class next time.

