

## **Тема урока:** *Discussing School Exams*

### **Цели:**

- совершенствование умений дискутировать по актуальной проблеме «Централизованное тестирование», обсуждаемой в разделе «Образование в Беларуси», развитие грамматических умений и навыков;
- создание условий для развития умений вести диалог и работать в команде, анализировать, обобщать и применять полученные знания в практической ситуации в рамках социокультурной компетенции;
- формирование социально значимых личностных ценностей: чувства товарищества и взаимопомощи, само- и взаимооценки, чувства ответственности за свое будущее и за будущее своей страны.

**Тип урока:** комбинированный урок.

**Форма урока:** урок-дискуссия с элементами ролевой игры.

**Планируемый результат:** учащиеся должны показать практические навыки владения устной речью, умения высказывать свое мнение, работать в разных речевых режимах и применять полученные знания на практике.

**Оборудование урока:** доска (интерактивная), звукозапись (музыка), видеозапись (фрагмент фильма «Freaky Friday»), видеозапись («Affirmation Girl»), карточки с заданиями.

### **Ход урока**

#### **1. Организационный момент (3,5 мин.)**

Teacher: Good morning, everyone. Today we are not in our usual classroom. Do you know why? Yes, that's right, we are debating today. Do you remember what we discussed at our previous lessons?.. Absolutely. And what are we to debate today?..

Let's remind to those who don't know the topic yet our today's agenda. I think the following fragment from the well-known film «Freaky Friday» will help us.

*Просмотр фрагмента фильма. (1 мин)*

So, what is the topic today? ... Right, it is the USE, or «The Unified State Exam».

*Тема написана на доске в полном и сокращенном вариантах.*

- ✓ What is the USE?
- ✓ Is this topic really important? Why?
- ✓ Are you going to take the USE?
- ✓ What subjects are you going to take?

Teacher: Wonderful, people have different opinions about the USE. Some of them say a lot in its favor, others blame it and find many drawbacks in it. As I have learnt from the pervious lessons you have your own opinions too. So your home task was to find as many arguments in favor of and against the USE as possible and arrange your arguments into speeches. You were also supposed to work in teams.

#### **2. Фонетическая зарядка (1,5 мин.)**

But before we start debating, let's revise the main rules of debaters. Let's read them together in order to refresh our memory. Please, repeat after me.

*На доске написаны предложения:*

- ✓ We are prepared to understand our opponents' point of view.
- ✓ We do not criticize people; we do criticize the ways they think!
- ✓ The point is not to win but to find the truth!
- ✓ Respect and politeness in spite of the difference of opinions.
- ✓ We are ready to accept your point of view, if your arguments are more convincing than ours.

### **3. Проверка домашнего задания. Работа над устной речью по теме (17–20 мин.)**

Teacher: Well done, thank you! You know the rules, you know how to debate. Let's split into three groups. Those who are in favour of the USE will be united into an affirmative team (*учитель показывает рукой на ряд парт у двери*). Their opposition will make a negative team. Take your seats near the window, please. We have 2 groups consisting of four members each. Please, get ready for your debates.

We have also invited a group of reporters from some Belarusian and Foreign press. If you sit between the teams, please. You've been invited to make a report for your editors about the agenda and the results of the debates. Here are your work sheets.

*Учитель раздает «журналистам» заранее подготовленные карточки с заданиями.*

Listen to the speakers of the both teams and fill in the chart below.

But before the teams start, let me introduce to the audience Alexei Kustovsky, our honorable judge, who has been in the school debate for several years already. You know the procedure. Mind the time. We start the debate...

### **4. Разминка (5 мин.)**

Teacher: Thank you all! You can return to your seats.

And now, while our judge is thinking over the final decision we can offer you to relax. You will watch a small video clip. Its title is «Affirmation Girl». You may not know the word «affirmation», but you must know the word «affirmative» and can guess its meaning while watching it. So try to guess what the title of the clip means.

*Идет просмотр ролика.*

*Затем учитель читает задания и дублирует действиями.*

Teacher: Time for fun! Now do only what I ask you to. I would like Tatiana to help me. She will also be following my instructions. But be careful, she may try to cheat you. I mean don't follow everything she does.

Those who think that «affirmation girl» means «a girl full of desire to start a new life» – stand up and raise your hands just as your teacher does.

Sit down please, thank you.

Those who think that «Affirmation girl» is a serious story – stand up and raise your hands in front of you.

Sit down please, thank you.

Those who think that «Affirmation girl» is full of humor or irony – stand up and turn around.

Sit down please, thank you.

Those who think that the girl from the film will manage to loose **weight** – stand up and turn to the left.

Those who think that the girl from the film will never manage to loose **weight** – stand up and turn to the right.

Thank you! I see that you understood the idea. **Now let's give the word to the judge.**

5. *Работа над грамматикой (10 мин.)*

Teacher: Thank you. It was very interesting to learn what you think about the USE. Anyway, at this point we can't change anything, and next year you will have to try your luck. Much success at your entrance exams will depend on how punctually you can do tests.

Do you think you are ready to start preparing for your entrance exams?

Do you say you can do your tests properly? We shall see.

There is some grammar exercise for you. You will get a test, which consists of 10 sentences of different difficulty levels. Your success will depend on how properly you'll do it. All in all you will have 8 minutes, less than a minute on each task. Before you start doing, write your names, please, on the sheets which you have got.

1. Here ... the notebook and report that I promised you last week.  
1) is the 3) are the  
2) was the 4) has been a
2. Pretty, good-looking, lovely, charming are synonyms of ... .  
1) ugly 3) plain  
2) handsome 4) delicious
3. Of the two new teachers, one is experienced and ... .  
1) the others are not 3) another is inexperienced  
2) the other is not 4) other lacks experience
4. I must admit ... ashamed of my bad conduct last time.  
1) feeling 3) to feel  
2) feel 4) to be feeling
5. This car is our ... .  
1) editor-in-chief 3) editor's-in-chief  
2) editor's-in-chief's 4) editor-in-chief's
6. On ... top of all, one child was in ... bed with pneumonia.  
1) the, -, the 3) -, a, -  
2) the, the, the 4) -, -, -
7. The reason ... my dislike of the film is that I don't see any connection ... the book and the film at all.  
1) for, between 3) of, to  
2) on, in 4) to, with  
*Put the words in brackets into the correct form.*
8. At our physics lessons we acquire a lot of ... (practice) skills.
9. At our school some classes are ... (computer) which adds to the fun.
10. The girl's tutor was impressed by the ... (thorough) of her work.

**6. Подведение итогов. Рефлексия. Домашнее задание (3–5 мин.)**

Teacher: OK, students, times up. Hand your papers in. You will know the results on the site of our school tomorrow.

That was the last serious piece of work. There is just one thing left. **Assessment.** Or **self-assessment**, to be more exact. All of you had to work hard. Or not very hard? How would you assess your knowledge? All of you, please, go to the blackboard and assess your work according to a 10-level scale.

№	Name, Surname	Mark (from 1 to 10)
1		
2		

Teacher: Can we compare your assessment with what we have here?

*Учитель показывает свои оценки учащимся за урок, результаты сравниваются.*

***To overestimate oneself. To under estimate oneself.***

Teacher: OK, class, in the end I would like to thank you very much for your work. During the debate some of you did different tasks but managed very well. Someone spoke, someone listened and wrote. The reporters followed their instructions with accuracy and punctuality. Thank you, speakers, too. You have done a really good job. Debates are popular today in many spheres of life. And we hope the debating skills which you acquire at school will help in your future career. Maybe, some of you will become lawyers or politicians and will work in our Belarusian Parliament. So your debating skills will help you to serve your people and your country. Well done!

HW: p.32, Activity Book, test 3.12

**Материал к уроку**

**The structure of the debate** (выводится на интерактивной доске перед дебатами)

№	Affirmative Team	TIME	Negative Team
1	Speaker 1	2 min	
2		1.5 min	Debater 2 – questions to Speaker 1 of the opposite team
3		2 min	Speaker 1
4	Debater 2 – questions to Speaker 1 of the opposite team	1.5 min	
5		1 min	Debater 3
6	Debater 3	1 min	
7	Speaker 4	3 min	
		3 min	Speaker 4

Total Time – 15 minutes

**Задания для команды журналистов**

Where do you belong to? (the Mogilev News, Vechernyi Mogilev, the Minsk News, the BBC 1, the BBS 2, Radio FM, TV Vogilev 2, etc.)

Listen to the speakers of the both teams and fill in the chart below.

My full name is ...	
I work for ...	
The number of teams is ...	
The topic for discussion is ...	
The resolution of the affirmative team is ...	
The definition of the main problem is...	
Argument 1 of the affirmative team is ...	
Argument 2 of the affirmative team is	
Argument 3 of the affirmative team is	
The resolution of the negative team is ...	
Argument 1 of the negative team is ...	
Argument 2 of the negative team is ...	
Argument 3 of the negative team is ...	