

Урок английского языка в 11 профильном классе

«National character through visitors' eyes»

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Урок английского языка по теме «National character through visitors' eyes» проводится в 11-м профильном классе. Это 8 урок по теме National character, в ходе которого учащиеся закрепляют полученные ранее знания по теме, систематизируют данные о стереотипах национального характера американцев, британцев и белорусов, сравнивают эти стереотипы, к концу урока выходя на самый главный этап – этап говорения. Тип урока – комбинированный. Урок составлен в соответствии с учебной программой и календарно-тематическим планированием, является коммуникативно-ориентированным и способствует качественной подготовке учащихся к выпускному экзамену по английскому языку. Разработка данного урока для этого класса вполне обоснована, так как учащиеся проявляют интерес к предмету и высоко мотивированные. Урок имеет четко очерченную структуру, в плане урока обозначены все его логические этапы, подробно расписана речь учителя, его действия и действия учащихся, а также время, которое требуется для выполнения каждого упражнения, и форма работы на каждом этапе. Применение разнообразных форм работы (индивидуальной, парной, групповой, в парах сменного состава) способствует активному включению всех учащихся в реализацию целей урока.

На уроке используется учебное пособие по английскому языку для 11 класса для гимназий, раздаточный материал, компьютер, колонки, аудиофайл, доска. В процессе разработки данного урока учителем смонтирован видеоролик на английском языке с озвучиванием самим учителем, в котором выделяются самые распространенные стереотипы о белорусах. Данный видеоролик размещен на персональном блоге учителя (в данной разработке прилагается на диске) и предлагается учащимся в качестве домашнего задания перед данным уроком. Дома учащиеся смотрят видеоролик и отвечают на предложенные вопросы, а уже непосредственно на самом уроке (на последнем этапе обсуждения белорусских стереотипов) учащиеся активно применяют знания, полученные дома. Таким образом, в данном уроке применяются элементы технологии «перевернутый урок», над разработкой сценариев которого учитель активно работает в рамках

инновационного проекта «Формирование методологической культуры учащихся» второй год.

Тема урока: National character through visitors' eyes

Цели урока

Образовательная цель: активизировать знания учащихся о стереотипах; сравнить основные стереотипы о британцах, американцах и белорусах; развивать умения восприятия и понимания иноязычной речи на слух, умения изучающего чтения, монологического высказывания.

Развивающая цель: укреплять положительную мотивацию общения на английском языке; развивать способности сопоставлять национальные культуры разных стран; развивать умения выделять общие и специфические черты каждой из культур, умение обосновать свою точку зрения.

Воспитательная цель: воспитывать толерантность, уважительное отношение к культуре родной страны и культуре других стран; формировать социокультурную компетентность.

Коммуникативные задачи: рассказать о стереотипах касательно национального характера разных стран, сравнить эти стереотипы и выразить свое отношение к ним.

Оснащение урока и дидактические материалы: компьютер, колонки, доска, наглядный и раздаточный материал, учебное пособие Английский язык: учеб. пособие для 11-го кл. гимназий и лицеев с белорус. и рус. яз. обучения (с электр. прил.)/ Н.В. Демченко [и др.]. – Минск: Вышэйшая школа, 2015. – 374 с.: ил.

Communicative aim: to integrate skills to describe Belarusian national character and develop comparison-contrast strategies in oral speech.

Aims of the lesson:

- to practice reading and speaking about British, American and Belarusian character;
- to develop pupils' anticipation and analysis skills, ability to contrast and compare;
- to develop the sense of national identity.

Ход урока

I. Целеполагание, мотивация и организация деятельности учащихся. Актуализация опорных знаний.

Stage of the lesson: preliminaries (Организационный момент, целеполагание, мотивация учащихся)

Objective of the lesson: to warm up, create the atmosphere of foreign language communication; to provide positive motivation for learning English; to define the aims of the lesson.

Teacher activity

Good morning, my dear pupils. Take your seats, please. I'm glad to see all of you today. What's the date? What day of the week is it today? What day of the week was yesterday? What day of the week will be tomorrow? Is anybody absent in our group? Ok, I hope you are ready to start our work. Please, be active at the lesson.

First of all, let's define the theme of our lesson. Look at the board, please. You can see the name of the theme on it. All you need is to unscramble the word. Use the clues.

- ___ the 7th letter in "Belarus"
- ___ the 3rd letter in "nation"
- ___ the 1st letter in "England"
- ___ the 2nd letter in "Britain"
- ___ the 3rd letter in "America"
- ___ the 2nd letter in "country"
- ___ the 10th letter in "nationality"
- ___ the 2nd letter in "typical"
- ___ the 4th letter in "people"
- ___ the 8th letter in "character"
- ___ the 6th letter in "diversity"

(Appendix 1)

Pupil activity

Pupils greet the teacher and each other, guess each letter in the word, come up to the board and write down the necessary letter, thus, name the theme of the lesson.

Teacher activity

Well done, pupils. The theme of our lesson is stereotypes. Do you remember what this word means?

If we look up the word in Longman Dictionary, we'll see the following definition:

Stereotype – a belief or idea of what a particular type of person or thing is like.
Stereotypes are often unfair and untrue.

What part of speech is the word “stereotype”?

Can you form an adjective, an adverb, a verb?

Try to make up a sentence using the structure to stereotype smb. as smth. Pay attention to the use of the Passive form of the verb.

For example: Californians are stereotyped as fit, tall and suntanned.

You may do this task in pairs.

Thank you for your answers.

Pupil activity

Pupils answer the teacher’s questions and work in pairs.

Teacher activity

As you understand stereotypes can be positive and negative. What is your opinion – why do we need to know about the stereotypes of different nationalities?

Sure. Nowadays people can easily travel to all corners of the world and while travelling everyone should be aware of some differences and similarities between people of different nationalities.

Look at the board, please. You can see 3 pictures there. Try to guess what we are going to do at the lesson today and what the aims of the lesson are.

(Appendix 2)

You are absolutely right, pupils. At the previous lessons we have already spoken about the stereotypes of British and American people. Today we are going to revise the information on British and American stereotypes and then discuss the information on Belarusian stereotypes. At the end of the lesson we are going to compare the stereotypes of these 3 nationalities. Each of you will have filled in the following table by the end of the lesson. *(Appendix 3)*

Look at the aims of our lesson that are written on the board.

The aims:

- ✓ vocabulary revision;
- ✓ reading the letter and discussing the stereotypes about Americans;

- ✓ listening to the song and discussing the stereotypes about the British;
- ✓ discussing the video (h/w), reading 2 texts and discussing the stereotypes about Belarusians;
- ✓ speaking (comparing the stereotypes of 3 nationalities).

Is the communicative aim of our lesson clear to you? Ok, let's move on then.

Pupil activity

Pupils look at the board and name the aims of the lesson.

Time: 3 min.

Interaction model: P1 – C1, P2 – C1, P3 – C1, etc.

Stage of the lesson: phonetic drill (фонетическая зарядка)

Objective of the stage: to improve phonetic habits.

Teacher activity

Let's revise the pronunciation of the names of the countries and the people that live there.

(Appendix 4)

Pupil activity

Pupils read the words aloud.

Time: 2 min.

Interaction model: P1 – P2 – P3, etc.

Stage of the lesson: active vocabulary revision

(повторение активных лексических единиц)

Objective of the stage: to stimulate the pupils to use the active vocabulary in oral speech.

Teacher activity

Pupils, let's revise the adjectives that we can use to describe other people. Match the words and their definitions.

(Appendix 5)

Pupil activity

Pupils work in pairs, match the words with their definitions.

Time: 3 min.

Interaction model: P1 – P2, P3 – P4, etc.

II. Операционально – деятельностный этап.

Stage of the lesson: reading and speaking combined (чтение и обсуждение)

Objective of the stage: to develop integrated skimming and retelling skills.

Teacher activity

Now we are going to speak about the stereotypes of Americans.

Pre-reading activity: When I was a student of MSLU I had a great chance to travel to the USA and get to know American people. What do you think my impressions were?

While-reading activity: Read the letter in pairs and find the answer to the questions:

Do we always need to believe in stereotypes?

What positive and negative traits of American character and behavior does the author mention?

What other stereotypes about Americans do you remember?

(Appendix 6)

Post-reading activity: Change your partners and discuss the questions and the answers with them. After that take your seats and fill in the tables (the information about Americans).

Pupil activity

Pupils read the letter in pairs, discuss it in pairs first then change the partners, and finally fill in the information in their hand-outs about Americans.

Time: 7 min.

Interaction model: P1 – P2, P3 – P4, etc.

Stage of the lesson: moving activity (mingling) (физкультминутка)

Objective of the stage: to relax, change activities.

Teacher activity

Pupils, let's have some rest. Please, stand up. Choose any person you want and discuss the questions with him or her. When I say "Mingle!" you change your partner and have a discussion with a new partner. Is it clear? Ok, do it then.

Questions for discussion:

Do you always believe stereotypes?

What stereotypes do you know?

What stereotypes about Americans do you know?

Pupil activity

Pupils choose a partner and discuss the questions, then on the teacher's command they change their partners and start a new conversation, thus combining oral speech with physical activities.

Time: 3 min.

Interaction model: T – Cl.

Stage of the lesson: listening and speaking combined

(восприятие и понимание речи на слух и обсуждение)

Objective of the lesson: to develop listening skills.

Teacher activity

Pre-listening: We have discussed the stereotypes about Americans, now let's move on and discuss those of the British. How do you think will a person feel when he or she is in another country? What is the possible problem he or she may face while exploring a new culture?

While-listening: You will listen to a famous song by Sting. You will have to fill in the missing words after you listen to the song twice. (*Appendix 7*)

Post – listening: What is the main idea of this song?

Pupil activity: Pupils listen to the song twice and fill in the necessary words, they work individually, then as a whole class they discuss the question, revise what other stereotypes about the British they remember and fill in the table about the British.

Time: 7 min.

Interaction model: individual work, P1 – P2 – P3, etc.

Stage of the lesson: reading and speaking combined, cooperative learning

combined (jigsaw technique) (чтение и говорение, работа в группах)

Objective of the lesson: to develop reading and speaking skills.

Teacher activity

We have discussed the stereotypes about American and British people. Now it's time we had a talk on the stereotypes about Belarusians.

I'd like you to divide into 2 groups. At home you were supposed to watch the video (the video "Stereotypes about Belarusians" has been worked out by the teacher herself and is at pupils' disposal on the teacher's blog teacheralesya.blogspot.com) and answer some questions after watching the video. (*Appendix 8*)

In groups discuss the questions, then read the text in your Pupil's books on page 98 (ex.2a). The first group takes Text A, the second group takes Text B. Then you discuss what you have seen at home and what you have read in the classroom about Belarusians and fill in the last column in our table. At the end of your work in groups the representatives of the groups must be ready to make a small speech on the major stereotypes of all 3 nationalities.

Pupil activity

Pupils work in 2 groups, discuss the questions on the video they watched at home, read the texts, discuss them, fill in the tables and prepare for the oral speech.

Time: 15 min.

Interaction model: group work

III. Контрольно-оценочный этап. Рефлексивный этап.

Stage of the lesson: assigning home task(

озвучивание и запись домашнего задания)

Objective of the lesson: to explain and put down the home task.

Teacher activity

We have discussed the national stereotypes at the lesson. So at home you are going to sum the information up and write a mini-essay on one of the following themes. Choose any of these 3 themes. You have to write at least 15 sentences.

1. You have to write a short article about Belarusian people for a foreign newspaper. How would you describe your people?

2. Foreign people usually admit that Belarusian people seldom smile. Do you share this point of view? Why/why not?

3. What stereotypes connected with Belarusians do you know? What do you think about them?

Pupil activity

Pupils choose the theme and put down their home task.

Time: 1 min.

Interaction model: T – Cl.

Stage of the lesson: reflection (синквейн)

(Рефлексия)

Objective of the stage: to foster self-reflection and self-control.

Teacher activity

Think about your activities at the lesson. Describe them in 5 lines:

Line 1 – a noun, your main activity or the subject matter of the lesson;

Line 2 – two adjectives true to your attitude, emotional state;

Line 3 – three verbs characterizing your activities;

Line 4 – one sentence statement;

Line 5 – one noun showing your own perspective.

Напишите синквейн – стихотворное пятистрочие без рифмы.

Первая строчка – слово-существительное, название синквейна, его тема.

Вторая строчка – 2 прилагательных, характеризующих тему.

Третья строчка – 3 глагола, описывающие действия, относящиеся к теме.

Четвертая строчка – целое предложение, которое выражает отношение к теме.

Пятая строчка – слово-резюме, которое дает новую интерпретацию теме, позволяет выразить личное отношение.

Pupil activity

Pupils put down their answers on the slips of paper and then read the poems out.

Time: 3 min.

Interaction model: T – Cl.

Stage of the lesson: evaluation

(Оценивание, выставление отметок)

Objective of the stage: to assess and motivate the pupils.

Teacher activity

Today at the lesson you've learnt a lot about the stereotypes and I'd like to thank you all for your input in our discussion. None of you remained indifferent.

You've been good at.... I'm especially pleased with... / I'd like to praise.... for the most successful completion of the task.

Your marks are... Don't forget to give me your record-books as the bell rings. See you soon. Goodbye!

Pupil activity

Pupils express their opinions on the issues discussed at the lesson, give their self-assessment, give their record-books to the teacher.

Time: 1 min.

Interaction model: T – P1, P2, etc.

Список используемой литературы

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- 2) Бушуева, Э.В. Английский язык в 11 классе: учеб.- метод. пособие для учителей учреждений общего сред. образования с белорус. и рус. яз. обучения: (повышен. уровень): с электронным приложением / Э.В. Бушуева. – Минск: Вышэйшая школа, 2017. – 295 с. + 1 электрон.опт.диск.
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Defining the theme of the lesson

S the 7th letter in “Belarus”

T the 3rd letter in “nation”

E the 1st letter in “England”

R the 2nd letter in “Britain”

E the 3rd letter in “America”

O the 2nd letter in “country”

T the 10th letter in “nationality”

Y the 2nd letter in “typical”

P the 4th letter in “people”

E the 8th letter in “character”

S the 6th letter in “diversity”

Defining the aims of the lesson



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The table to fill in for each pupil at the lesson

The stereotypes about

<i>Americans</i>		<i>the British</i>		<i>Belarusians</i>	
+	-	+	-	+	-

The phonetic drill

<i>Country</i>	<i>The people</i>
Australia	Australians
the USA	Americans
Belarus	Belarusians
France	the French
Germany	the Germans
Japan	the Japanese
India	Indians
Poland	Poles
Russia	Russians
Great Britain	the British
Italy	Italians
Austria	Austrians

Active vocabulary revision

Match the adjectives and their definitions:

<i>The adjective</i>	<i>The definition</i>
1. arrogant	A. worried and tense because of possible danger, misfortune.
2. anxious	B. unpleasantly rough or severe.
3. straightforward	C. someone who thinks they are better than other people and behaves in a way that is rude and too confident.
4. harsh	D. respectful of the law and obedient.
5. inventive	E. willing to consider ideas and opinions that are new or different to your own.
6. law-abiding	F. willing to accept someone else's beliefs, way of life, etc. without criticizing them, even if you disagree with them.
7. modest	G. always willing to obey someone.
8. open-minded	H. able to think of new, different, or interesting ideas.
9. submissive	I. a person who doesn't like to talk about themselves, their abilities.
10. tolerant	J. behaving in a confident way in which you are quick to express your opinions and feelings.

Key to the exercise: 1. C 2. A 3. J 4. B 5. H 6. D 7. I 8. E 9. G 10. F

Reading

Dear Ann,

I'm writing to you from Manchester, NH. This is my second week of my stay in the USA. And I tell you what, I'm looving it☺) It's the most diverse country I have ever read about. It's a real "melting pot" of nationalities. When I was flying to the USA, on board the plane, I was thinking of my next 2 months in the US. There were millions of questions in my head: What are people like there? What kind of people am I going to meet there? How will I get on with them? Are Americans really so fat and silly as I have heard on TV? I was all in stereotypes, you know.... What I have learned, my dear Ann, is that Americans can be really open-minded and clever people. They are extremely individualistic and like to be different from each other. They value privacy a lot. What surprised me most is that they are really law-abiding, responsible and hard-working.

As for their clothes, I can say they don't really care what they wear. Yesterday I saw a woman who came into the supermarket wearing pajamas!!!! And she was standing in a queue for a milkshake eating the chicken's leg at the same time☺) I was shocked!

It turned out that it's true that most Americans are overweight. They eat a huge amount of fast food I can say that for sure. As I told you I'm working at Dunkin Donuts shop and sometimes I do eat donuts, I have put on some weight! It's awful☹ I have to go on a diet ASAP!

You know, Americans are very generous. If you need help, anyone will give you a hand. They will easily give you a lift if your car has broken down or if you don't have a car at all.☺ They donate large sums of money on charity.

Ok, dear, I have to finish my letter as I'm not off today and have to go to work. How is your summer going? What's the news? What did your boyfriend give you for your birthday? Write soon! Hugs and kisses from the country of freedom!

Sincerely yours,

Alesya (or just Alice as Americans call me☺)

P.S. You can see me at work with my coworkers in the pic I'm sending you. I'm off, that's why I'm not wearing my uniform. I'm on the right. Can you see that Americans adore smiling? ☺



Listening

Sting "Englishman in New York"

I don't drink _____ I take _____ my dear
I like my _____ done on the side
And you can hear it in my _____ when I talk
I'm an Englishman in New York

See me walking down Fifth _____
A walking cane here at my side
I take it _____ I walk
I'm an Englishman in New York

I'm an _____ I'm a legal _____
I'm an Englishman in New York
I'm an _____ I'm a legal _____
I'm an Englishman in New York

If 'manners make the man' as someone said
Then he's the _____
It takes a man to suffer ignorance and _____
_____ no matter what they say

I'm an _____ I'm a legal _____
I'm an Englishman in New York
I'm an _____ I'm a legal _____
I'm an Englishman in New York.

Questions to the video “Stereotypes of Belarusians”

After watching the video at home answer the following questions:

- 1) Are there a lot of stereotypes in Belarus?
- 2) What is “Trasyanka”?
- 3) Why are Belarusians called “Bulbashi”?
- 4) What is the favourite place for relaxation and rest for many Belarusians?
- 5) I wonder what superstitions there are in Belarus.

Tapescript of the Video (Video was made and sounded by the teacher)

Every nationality is surrounded by different kinds of stereotypes. The Republic of Belarus is not an exception. Let’s view Belarusian people from a foreigner’s perspective.

1. White Russia.

There are a lot of people in the world who have little awareness of the existence of Belarus, and those few who have heard the name think we are a part of Russia. This confusion sometimes causes much frustration to many Belarusians living inside and outside of Belarus.

Many countries in Europe translate our country’s name in the wrong way, calling it “White Russia” instead of the Republic of Belarus. I’ve also come across an amazing meaning of “Belarus” – some Italians think that the word means “beautiful Russia” because of the Italian word “bella” which means beautiful.

2. The Belarusian language.

The language situation is definitely one of the mysteries of Belarus. To a foreigner, the Belarusian language may appear to be a myth, as the majority of Belarusians speak Russian and not Belarusian in their daily communication. There are some historical reasons for that. Belarusian has only been the official language since 1918. While Belarusian is studied at most public schools, and the majority of people understand it perfectly, only few people use it, so it is being forgotten. There’s even a word for a Belarusian-Russian mix – “Trasyanka” – where you replace words you don’t know in Belarusian with Russian ones or vice versa. Speaking Belarusian is a kind of struggle since the Russian language is deeply embedded in the culture and mentality of most Belarusians.

3. Bulba eaters.

You can’t visit or live in Belarus for long without stumbling across the famous bulba. Bulba is the Belarusian word for potatoes. Belarusians love potatoes – in every way and every form. The neighbouring countries have nicknamed Belarusians as “Bulbashi”.

Belarus leads the world in potato consumption and production. On average, Belarusians consume 1.7 mln tons of Bulba per year, that is 179 kilos of potatoes per Belarusian a year. Oh my!

4. Hospitality.

At first Belarusians may appear reserved and suspicious to strangers, but once you've got your ticket into their homes, you'd better prepare for unexpected hospitality. When you visit someone's house, you will be offered tea, coffee and sweets. Belarusian hosts often invite their guests to join various kinds of events: take a tour of their hometown, visit their country house, go to the banya. Giving you the time of their life will be their highest priority.

5. Acceptance.

One characteristic that unites most Belarusians is the way they deal with bad news or situations. They tend to accept things the way they are and it's hard to surprise them, even with some really nasty shockers. For example, standing in a line for half an hour is considered "normal". Showing anger or intolerance is viewed with disapproval.

6. The transport face.

A lot of foreigners seem to notice how serious or mean everyone in the underground looks. That is the Belarusian transport face; it's actually relaxed and indifferent, and this is not because we are unfriendly.

7. Dacha and banya.

Many Belarusians would agree that the best place to relax, grow plants, go to the banya and have a nice time with their friends and family is the dacha. You will be amazed at the quantity of vegetables and fruits Belarusians grow on their dacha. A very special ritual that Belarusians perform in the banya is "bench slapping" – when you lie on the bench and you are slapped with a bundle of oak or birch branches and leaves. It's actually really relaxing.

8. The Belarusian superwomen.

Foreigners usually are surprised when they look at our women and call them superwomen as they dress like models, wear high heeled shoes, are well educated, work full time, come home and take care of the household, and at least 95% of them can be a good cook.

9. Green and clean.

We call it Belarusian pride, the cleanness and greenness of the country's cities. This is probably one of the first things foreigners see in Belarus. People have a great respect for green areas. There are many trash bins in the streets.

10. Superstitions.

Superstitions are a part of many cultures and nations. Belarus is not an exception. For example, every child is careful not to whistle in the house – that blows all your money away! For unmarried women it's bad to sit at the corner of a table, people believe she won't be able to get married for at least another 7 years! There are much more superstitions!

These are only some of the stereotypes about Belarusian people. Do you know any other ones?