

План открытого урока
по дисциплине «Английский язык»

Дата: 25 Февраля 2013 года

Время проведения: 40 минут

Класс: 10 А

Учитель: Динцис А.В.

Тема урока: «Написания сочинения с выражением собственного отношения в рамках ЕГЭ»

Метод обучения: урок повторения, систематизации и обобщения знаний.

Тип урока: комбинированный урок.

На уроке определены следующие стадии:

стадия вызова, стадия осмысления, стадия рефлексии.

Триединая дидактическая цель урока:

1.Познавательный аспект:

- 1.1. Расширить лингвистические знания учащихся в области написания эссе;
- 1.2. Помочь овладеть учащимся новыми структурами и клише, необходимых для написания сочинения;

2. Воспитательный аспект:

- 2.1. Повысить уровень мотивации учащихся к изучению иностранного языка и успешной сдачи экзамена;
- 2.2. Снять стресс и тревогу у школьников в преддверии написания экзаменационного сочинения;

3. Развивающий аспект:

- 3.1. Развить умения и навыки школьников в переводе адаптированных и аутентичных текстов;
- 3.2. Развить творческое воображение учащихся, самостоятельность.

Межпредметные связи: лингвистика, психология, русский язык.

УУД: **учебно-логические:** умение подбирать аргументы и контраргументы;
учебно-коммуникативные: умение развивать монологическое высказывание;
познавательные: работа над формированием умения самостоятельно выделять познавательные цели, проблему, над осознанным и произвольным построением речевого высказывания в устной форме,
регулятивные: работа над формированием умений принимать и сохранять учебную задачу, осуществлять самооценку выполненного действия, адекватно воспринимать оценку учителя и одноклассников.

Учебно-наглядные пособия: раздаточный материал, карточки, рабочие тетради, магнитофон, доска.

Ход урока:

1. Организационная часть (1 мин.)

СТАДИЯ ВЫЗОВА: предусматривает активизацию ранее полученных знаний, создание ассоциативных рядов, вызов любопытства, импульса к изучению темы, побуждение ученика к активной деятельности.

1.1. Вводная беседа к теме «An opinion essay». Стратегия РКМЧП (1 мин.)

This lesson is aimed mainly at English language teachers who seek to find tips on how to write short opinion compositions.

1.2 Разминка: *What is an essay? An essay is a piece of writing and it is written in paragraphs.*

What essays have been in focus at USE recently? (1 мин.).

<i>Opinion</i>
Introduction
Your opinion
Critics' point of view and the author's opposite opinion
Your opinion why you disagree with the critics
Conclusion

2. Основная часть:

СТАДИЯ ОСМЫСЛЕНИЯ: поддерживает активность, интерес и инерцию движения, созданную во время стадии вызова.

2.1. Активизация основного содержания сочинения

Our students should be very clear about the subject of their presentation. They should name it in generic terms and define their line of argumentation. The reader must be informed about their ideas and attitude toward the topic since the very beginning of the essay. If the topic is formulated as a question – students should provide an answer to it in the introduction, and elaborate on it in the body essay. (1 минут)

2.2. Запоминание главной идеи каждого параграфа путем ознакомления в парах с их содержанием (3 мин):

The introduction establishes the topic area and states the thesis of the paper. The introduction is also the first contact the reader has with the argument; it is, therefore, the first and perhaps the most important place to win an attentive and sympathetic reading. In general, the introduction could begin with a quotation that catches the readers' attention. It's important not to copy the topic but to paraphrase it correctly. This should be directly related to the subject and make a strong comment on it. The intro and conclusion wrap around the essay like a piece of bright paper "wraps" a present.

In the second paragraph unlike most paper types, opinion writing requires objective insight into the subject matter. Having stated their personal opinion on a topic, students are required to proceed with arguments that explain and justify their position. Three arguments are preferable. They have to rely both on their own views and back them up with quotations and examples from secondary sources. The overall size of the body should go beyond the overall size of the introduction and conclusion.

In the third paragraph the students will elaborate on critics' arguments and then they will have to explain why they are in sharp disagreement with the opponents' point of view. That is, they will provide an argumentative context to the conviction they expressed in the introduction of the paper. The body paragraphs should be approximately of the same size. Students should remember the rules of using synonyms and paraphrasing.

The conclusion performs a number of very significant functions. The conclusion part should creatively restate the main idea of the essay. Students must briefly sum up the strength of their position and the weaknesses of the opponent's side. The conclusion is very similar to the introduction. However, students should avoid repeating the same words. This is why a few minutes spent at the start of the exam writing down synonyms (words with the same meaning) and related words is very helpful. (2 мин.)

2.3. Пересказ основной идеи каждого параграфа по цепочке (4 мин).

2.4. Контроль понимания прочитанного путем ответов на вопросы учителя посредством поднятия карточек. Дети дополняют содержание параграфа, используя воображение и языковую догадку (2 мин).

Please match the recommendation with a paragraph (introduction, body 1, body 2, body 3 conclusion) it's supposed to be used in (more than one option are possible as well none)

1. *Another way to look at these paragraphs is to think about gift wrapping paper.*
2. *It sums up the main ideas of the composition.*
3. *It should be written in such a manner that readers feel interested in the rest of the paper.*
4. *A proverb, saying or a quotation may be helpful in this paragraph to focus a target reader on the topic.*
5. *It backs up the writer's opinion with three arguments.*
6. *It provides the opposite point of view.*
7. *It should also be well balanced in length with introduction.*

2.5 Знакомство учащихся с критериями оценивания эссе (1 мин).

The Assessment Chart (I hand them out)

It's common knowledge that 5 criteria are taken into consideration in the USE:

- 1) Contents. *Students can get max 3 points.*
- 2) Organization. *3 points.*
- 3) Grammar. *3 points.*
- 4) Vocabulary. *3 points.*
- 5) Spelling and Punctuation. *2 points.*

The total is 14 points

2.6. Выполнение упражнений, направленных на снятие у учащихся сложностей при подборе контраргументов, выражении позиции автора и использовании слов-связок в эссе, что способствует развитию аналитического мышления и является средством отслеживания понимания материала (8 мин).

Now let's brainstorm what types of assignments may be helpful in terms of essay preparation. What exercises contribute to helping students grasp the idea of structuring the essay?

1. *Identifying the statements and arguments.*
2. *Jumbled parts of the essay.*
3. *Distinguishing between a balanced consideration and a writer's opinion.*
4. *Identifying the correct linking devices.*
5. *Correlating arguments "for" with the opponents' points of view.*

Let me share with you what we usually do in class in this respect:

TASK 1 from *Successful Writing – Upper Intermediate*, Virginia Evans, Express Publishing

Read the closing paragraphs below and say whether they express a balanced consideration or the writer's opinion.

Key: 1,2,5-writers opinion 3,4,6-balanced consideration

1. *In conclusion, getting married has, to my mind, more advantages than disadvantages. After all, what can be more fulfilling than a steady relationship with the person you love that lasts for the rest of your life?*
2. *To sum up, camping holidays do have advantages, the main one being that they are far cheaper than other holidays. In my opinion, however, there is too much hard work involved for them to ever feel like a real holiday.*
3. *To conclude, by looking after animals and helping them to breed, zoos play an important part in protecting many species from becoming extinct. Therefore, the negative aspects of keeping animals in captivity are balanced out by the positive ones.*
4. *All in all, computers have both advantages and disadvantages. They may have replaced humans in many jobs, but they have also made our lives considerably easier, and it is now difficult to imagine life without them.*
5. *On the whole, while most people go on holiday to rest, this is one thing you are unlikely to do on an adventure holiday. In my opinion, this disadvantage outweighs all the advantages associated with this kind of holiday.*
6. *Taking everything into account, there are both advantages and disadvantages in keeping pets. In the end it is up to the individual to decide whether the pleasure associated with owning a pet is worth the work that goes with it.*

TASK 2 from *Successful Writing –Intermediate*, Virginia Evans, Express Publishing

Underline the correct linking word/phrase. Key: 1-besides 2-argue that 3-in favour of 4-even though

1. **Besides/Despite**, television affects the way we think.
2. Many people **are against/argue that** we need advertisements in order to keep up to date with the latest products on the market.
3. One point of view **against/in favour of** travelling is that it allows you to meet people from different cultures.
4. **Even though/Nevertheless** most people nowadays use a computer at work, it will be a while before we stop putting our ideas down on paper.

TASK 3 from *Reading & Writing Targets 3*, Virginia Evans- Jenny Dooley, Express Publishing

Read the opinions about motorcycles and match them to their justification. Which are points for motorcycles and which are against? Key: 1b 2f 3e 4a 5c 6d for:1,4,6 against:2,3,5

Statements

- 1 They are very convenient.
- 2 You can't travel with your friends.
- 3 They aren't as safe as cars.
- 4 They are cheaper to run than cars.
- 5 They can be quite uncomfortable.
- 6 You can get to your destination quickly and easily.

Arguments

- a They use less fuel and need fewer expensive repairs.
- b You don't need to rely on public transport, and you can park them easily.
- c You can't sit back and relax on them and you're exposed in bad weather.
- d They travel as fast as cars and you never get stuck in traffic jams.
- e You aren't well protected and you can get badly hurt if you fall off.
- f There's only room for one passenger.

TASK 4

Fill in the right column with the arguments “against” to the arguments “for” represented in the left column.

Make sure your students understand that “She is smart” can not an opposite of “She is not cute”, but “She has adorable eyes” is the argument against.

Arguments “For”	Arguments “Against”
1. A person feels healthier in the countryside.	In case a person has a health issue it may take long to get to a hospital since not every village has hospitals with advanced modern equipment.
2. There are innumerable opportunities for fun in a big city.	Sometimes they cost an arm and a leg. People in big cities are so busy working and wasting time in traffic jams that they feel worn out to take advantage of all these entertainment opportunities.
3. USE is a stressful procedure.	It trains students and helps to get over this condition for the future exams. It also eliminates the double-stress while taking entrance exams at universities.

2.6. Представление модели сочинения в качестве примера для создания своих клише учащимися (3 мин):

“*OPINION ESSAY*”

In today’s world full of constant disagreement, the problem of *** gains more popularity day in and day out. Some people think that.... There is no getting away from the fact that it is an urgent/widely arguable question. *Thinking about this topic I have come to realize that* .

Personally, I (do not) consider it beneficial (to...) . A lot of people support my point of view. *Firstly*, ARGUMENT. For instance, *Secondly*, ARGUMENT. *Finally*, ARGUMENT .

However, (there are people who are *in sharp disagreement* with my opinion). Critics are quick to point out that STATEMENT because ARGUMENT.

I am absolutely sure that this *position is far from reality*, because ARGUMENT .

To conclude, it appears that it is not difficult to give full justice to the problem of ***. *A number* of people find a lot advantages/disadvantages in ***. I hope in the near future people who do not agree with me will change their attitude towards this problem. My opinion finds a wide support, (because ARGUMENT).

~160 words

2.7. Анализ данной схеме в соответствии с критериями оценивания сочинения в формате ЕГЭ (1 мин.):

As you have noticed, the neutral style is used in these essays, so-to-say semi-formal. Passive voice and impersonal constructions are preferable (There is no getting away from the fact that; it appears that...). One should avoid using contractions (don’t, can’t, it’s).

This model contains 160 words. It helps students who don’t have enough words because of their poor vocabulary background. I recommend students to memorize the number of words per line and then count the lines. It will save time and improve the size of the text. This criterion is always strict at International exams. So, it teaches student to be disciplined in terms of complying with the requirements.

What other criteria of the assessment chart do kids feel safer with having memorized the model?

1. Contents: the structure of introduction, opinion words, critics' point of view, conclusion and definitely the size.

2. Organization: logics, paragraph division, linking devices.

3. Vocabulary is also taken care of in terms of advanced phrases and collocations.

4. Grammar: the constructions that are already present in the composition are complex and the gaps mostly limit students to using a particular part of speech.

5. Punctuation is also taken into account.

2.8. Ознакомление учащихся с механизмом написания эссе на заданную тему (1 мин.):

Sometimes we create essays orally in class. The students are offered a topic, and then we make a cluster or just brainstorm advantages and disadvantages. Then I divide the plan of writing between the students or groups of students. Some students work on introductions, others on body parts, other kids complete the conclusion. They are usually given approximately 5 minutes to come up with brilliant ideas. Then they "write" the essay orally. Make sure your students do not retell the topic they memorized by heart. It may result in getting "0" for the "contents" criterion.

Подбор аргументов и контраргументов:

Now let's try to create an essay on the following topic:

2) Should teenagers be given pocket money, or should parents buy everything for them?

<i>Arguments FOR</i>	<i>Arguments AGAINST</i>
Children learn to manage their own budget.	
Raises self-confidence, self-esteem and independence.	
Gives an opportunity to make decisions. Thus, functioning as adults.	
Teaches kids responsibility not to go beyond the limits.	Money could be wasted.

2.9. Учащиеся составляют свои сочинения по схеме и по абзацам представляют их одноклассникам (5 мин).

2.10. Представление примерного варианта эссе, написанного учителем по представленной схеме на заданную тему (1 мин):

“OPINION ESSAY” scheme 1

In today’s world full of constant disagreement, the problem of giving money to teenagers gains more popularity day in and day out. Some people think since the teenagers do not earn their living the only source they can get money from is their parents. There is no getting away from the fact that it is a widely arguable question. Thinking about this topic I have come to realize parents are advised to give their children an allowance.

Personally, I consider it beneficial to give money to the children for their upbringing. A lot of people support my point of view. Firstly, children learn to manage their own budget. This adolescence experience may be of particular value in the future life. Secondly, having pocket money raises self-confidence and independence. Finally, being given pocket money is an essential part of upbringing that gives teenagers an opportunity to function as adults.

However, there are people who are in sharp disagreement with my opinion. Critics are quick to point out that money spoils kids because teenagers may spend it on trifles or waste on addictions that may ruin their health. I am absolutely sure that this position is far from reality, because it is parents’ responsibility to teach their kids to invest money in the right channels and not to go beyond the limits.

To conclude, it appears that it is not difficult to give full justice to the problem of giving pocket money to teenagers. A number of parents find a lot of advantages in giving allowance to their children. I hope in the near future people who do not agree with my point of view will change their attitude towards this problem. My opinion finds a wide support among teenagers and adults.

3. Заключительная часть урока:

СТАДИЯ РЕФЛЕКСИИ: вырабатывает собственное отношение учащегося к изучаемому материалу, а также позволяет осмыслить и обобщить полученную информацию.

3.1. Учащиеся оценивают свою собственную работу по написанию эссе и анализируют ошибки и своих одноклассников (2 мин).

3.2. Домашнее задание: написание эссе по теме: «It is great to have a pet at home» (1 мин)

3.3. Выводы по уроку: выставление оценок (1 мин.)

3.4. Заполнение билета для выхода из класса (1 мин.):

1. Что нового я сегодня узнал/а?

2. Что мне запомнилось и понравилось больше всего на уроке?