

Тема : PEOPLE AND COMMUNITY.

Підтема: PEOPLE IN YOUR LIFE.

Основна змістова лінія «Громадянська відповідальність» **Усвідомлення себе частиною суспільства.** Учень розуміє принципи й механізми функціонування громади й суспільства, малої громади — свого класу, родини, спільноти своїх друзів, формулює особисті ціннісні пріоритети, навчається ефективно взаємодіяти разом у сім'ї, групі, команді;

Objectives:

to expand the pupils' mental horizon about the world around them;

to teach pupils to work with a given text;

to develop the skills of listening, speaking on the basis of the interesting theme True Relationships on the well-known material of the world famous Walt Disney`s cartoons;

to develop pupils' skills of group-work, pair-work;

to develop their acting skills; to bring up the pupils' creativity, communicative skills;

show on the material of the learners` book how to respect each other and keep the friendship for the ages, socialise pupils while teaching them to live in the society (community).

Мета:

Навчальна: формувати навички логічно будувати висловлювання за змістом почутого, побаченого, прочитаного, використовуючи у парній, груповій роботі; формувати навички коментувати і систематизувати одержану інформацію; удосконалювати навички усного монологічного мовлення з опорою на наочність (ключові слова, таблицю, схему), без опори;

розвивати навички самостійної навчальної діяльності з теми PEOPLE AND COMMUNITY,

поглиблювати комунікативні навички учнів:

формувати 1) мовну компетенцію – фонетичну, граматичну, лексичну, орфографічну; 2) мовленнєву компетенцію – в аудіюванні, говорінні, читанні та письмі; 3) соціокультурну компетенцію.

Розвивальна: розвивати пізнавальний інтерес учнів, пам'ять, уяву, мовну здогадку, вміння працювати у групах;

розвивати вміння учнів знаходити спеціальну інформацію і передавати нову інформацію.

Виховна: виховувати взаємоповагу, заохочувати до особистісної активності учнів на уроках англійської мови, формувати позитивну мотивацію до вивчення англійської мови, виховувати ціннісне ставлення один до одного, до друзів, родини. виховувати культуру мовлення, повагу до співрозмовника.

створення в класі сприятливої емоційної атмосфери та ситуації успіху;

формування мотивів особистості, здатної до самоактуалізації, самонавчання та критичного мислення.

Соціалізація особистості виражатиметься в набутті соціального досвіду у розв'язанні життєвих і суспільних проблем та створенні власної системи життєвих пріоритетів.

Очікуваними результатами уроку є:

поглибити знання з теми «People and Community»;

використовувати вивчені лексичні одиниці (ключові слова);

вміти застосовувати навички усного, писемного продукування, усної взаємодії;

давати відповіді на питання в ході бесіди, вміти швидко мислити, опрацьовувати різноманітну інформацію;

учні вміють пояснити, висловити думку та вести короткий діалог ;

вміють працювати в парах, в групах;

висловлюють свої емоції відносно справжніх дружніх відносин та факторів, що впливають на них;

працюють творчо: обговорюють актуальні проблеми, висловлюють власну точку зору, встановлюють взаємозв'язок ,оцінюють результати ;

1. Learners will use the well known materials of favourite Walt Disney`s cartoons..

2. Pupils will learn to use some idioms in accordance with the situation of the lesson.

3. By the end of the lesson learners will be able to say about true friendly relationship.

При проведенні уроку використовую: підручники, зошити, дошку, презентація до уроку, картки з завданнями, граматичні таблиці, малюнки.

Форми, методи, прийоми: презентації учнів, робота в парах, групах, бесіда, пояснення, передача отриманої інформації.

Застосовані методи:
метод інтегрування
кооперативне навчання
інтерактивний метод



1. INTRODUCTION

– Comment on the saying. Say who Pooh was talking to when saying that. Do you have such a person in your life? Who is it?

“If you live to be 100, I hope I live to be 100 minus 1 day, so I never have to live without you.”

– *Winnie the Pooh*

Am I not destroying my enemies when I make friends of them

ABRAHAM LINCOLN

WARMING UP. Запам'ятовування та відтворення матеріалу, який вивчається.
запам'ятовування і відтворення термінів,

VOCABULARY

1. a) Look at the words and say who these people below are, describe their role in the life of a person. Do you have such people in your life?

*a best friend / a close friend / a pal (mate) / girlfriend / boyfriend /
an acquaintance*

b) Say about emotions which are connected with the feeling of the real friendship



- Do you have any childhood friendships that are still strong today? Tell your friend about it.
- Have you made any friends over the Internet?
- How often do you write to them?
- Have you ever met them in person?
- How do you make new friends?
- What is the longest friendship that you have had?
- What makes friends different from family?
- Do you think it is possible to have a best friend of the opposite sex without becoming a girlfriend or boyfriend?
- Describe your best friend.
- Which of your best friend's 'qualities' would you most like to change? Why?

c) Pupils, choose and explain your choice of the best words to be the motto of our lesson

TRUE FRIENDS
ARE NEVER APART,

MAYBE IN DISTANCE
BUT NEVER IN HEART.

A FRIEND IS
SOMEONE WHO
UNDERSTANDS
YOUR PAST,
BELIEVES
IN YOUR FUTURE,
& ACCEPTS
YOU JUST
THE WAY YOU
ARE.

Life
is better
with true
FRIENDS

when my friend isn't
present in school:

5% - i hope she's okay
95% - HOW DARE YOU LEAVE
ME ALONE.

"A best friend is
someone who
makes you laugh
even when you
think you'll never
smile again."

Making a million friends
is not a **Miracle.**
The miracle is to make
A Friend
who will stand by you
when millions
are against you...

ONCE YOU FEEL
YOU ARE
AVOIDED BY
SOMEONE,
NEVER DISTURB
THEM AGAIN.

I decided to put as much
effort into contacting you
as you do with me - that's
why we don't talk anymore.

ПОВІДОМЛЕННЯ ТЕМИ ТА МЕТИ

2. Match each phrase (1-11) to its synonymous meaning (a-k) (do in pairs)

| | |
|--|---|
| 1) We don't <i>get on/along</i> | a) I find him irritating |
| 2) He <i>gets on my nerves</i> | b) She helps me emotionally |
| 3) I always <i>turn to</i> her | c) We had an argument, but now we are friends again |
| 4) My mother is a <i>shoulder to cry on</i> for me | d) I can always ask her for help |
| 5) I can <i>count/rely on</i> him | e) We don't have a friendly relationship |
| 6) My friends <i>encourage</i> me | f) We have had an argument |
| 7) I <i>love</i> my sister <i>to bits</i> | g) We had some problems in the past |
| 8) We <i>had</i> our <i>ups and downs</i> | h) She can't stand him |
| 9) We have <i>fallen out</i> | i) I love her very much |
| 10) We have <i>made up</i> | j) They inspire me with courage, spirit, or hope |
| 11) She <i>hates</i> his <i>guts</i> now | k) I am confident that I can depend on him |

3. Перевірка домашнього завдання. Встановлювати зв'язок одного матеріалу з іншим. Перетворення його із одної форми вираження в іншу, інтерпретація матеріалу учнем.

Match the two halves of the idioms.(Work in pairs)

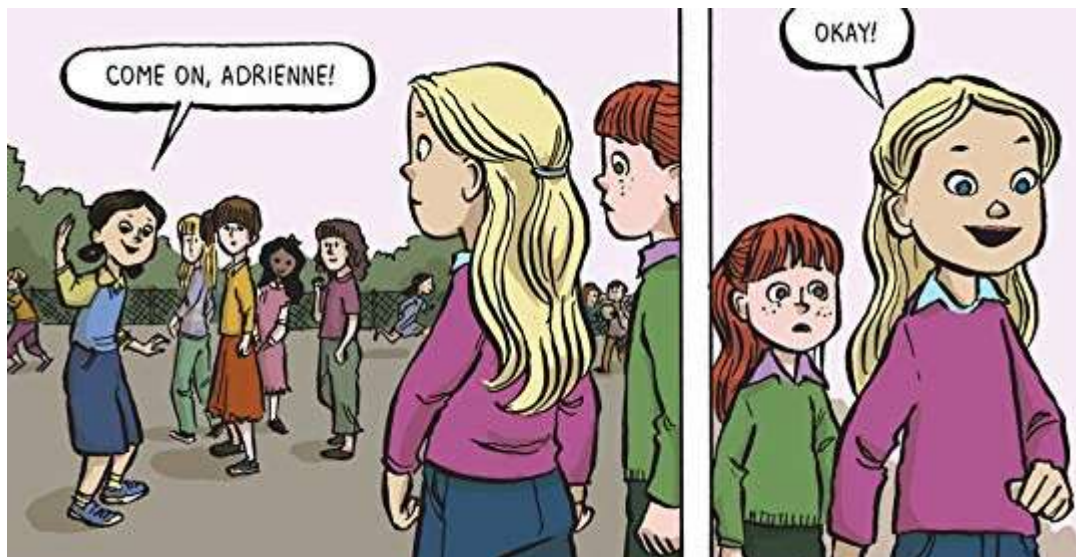
| | | |
|-----------------------------------|-------------------------------|---|
| 1) <i>Every cloud</i> | a) <i>there's hope</i> | 1) <i>Кожна хмара має срібну оторочку.</i> |
| 2) <i>What goes around</i> | b) <i>do as the Romans do</i> | 2) <i>Що посієш, те й пожнеш.</i> |
| 3) <i>Where there's smoke</i> | c) <i>twice shy</i> | 3) <i>Не буває диму без вогню.</i> |
| 4) <i>Once bitten,</i> | d) <i>when we come to it</i> | 4) <i>Лякана ворона куца боїться</i> |
| 5) <i>When in Rome</i> | e) <i>there's fire</i> | 5) <i>Коли в Римі, роблять, як роблять римляни.</i> |
| 6) <i>Where there's life</i> | f) <i>comes around</i> | 6) <i>Там, де є життя, є надія. Поки живу, сподіваюсь..</i> |
| 7) <i>Nothing ventured,</i> | g) <i>has a silver lining</i> | 7) <i>Не ризикнеш - не здобудеш.</i> |
| 8) <i>Let's cross that bridge</i> | h) <i>nothing gained</i> | 8) <i>Не говори гоп, поки не перескочиш.</i> |

Complete the conversations with one of the sayings from Ex.3. There is one you don't need to use. (Work for pairs)

- 1) A: Shall I enter the talent show?
B: Oh, go on! After all, _____. (*Where there's life there's hope*).
- 2) A: Did you eat snake in China?
B: Yes, you know what they say: _____. (*When in Rome do as the Romans do*).
- 3) A: Joe was fired but now he's found an even a better job!
B: Really? Well, _____. (*Every cloud has a silver lining*).
- 4) A: You should buy your new phone online.
B: No, last time my card details were stolen. _____. (*Once bitten, twice shy*).
- 5) A: Since my accident, Pam's been so helpful.
B: You were always there for her. _____. (*What goes around comes around*).
- 6) A: Alain said he wasn't dating Kim.
B: Well, I've seen them together, and _____. (*Where there's smoke there's fire*).
- 7) A: What happens with our picnic if it rains?
B: I think it's unlikely but anyway, _____. (*Let's cross that bridge when we come to it*).

Look at the pictures and say using the idioms in your utterance (for volunteers)





3)

4. READING. Уміння використовувати вивчений матеріал у конкретних умовах і нових ситуаціях

Read the text and say

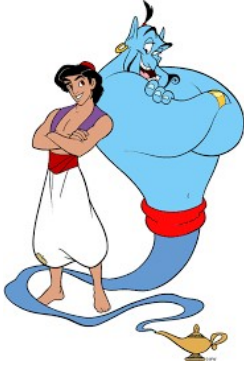
- Which of the following stories you liked best in your childhood.
- Did you have a friend like any of these?

Most Disney stories tell us about great love, but there is another kind of relationship lessons we can learn from their films – how to be a friend. Here are the most prominent examples of true friendship.

| | |
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| | <p><i>Mowgli and Baloo.</i> The wild boy adores his bear friend so much that even imitates his behaviour scratching his back on trees. Looking at them you feel like floating carelessly through the jungle. Too-oo-oooh!</p> |
| | <p><i>Dumbo and Timothy Mouse.</i> It is so important to have somebody who believes in you even more than you do. Timothy persuades Dumbo that he can fly and Dumbo <i>is there for</i> him at the moment of need when he saves them both Timothy and his dropped father just by being a good friend.</p> |
| | <p><i>Timon and Pumbaa.</i> Besides giving us one of the best Disney songs, they also teach us a precious lesson. These two <i>accept each other</i> exactly <i>as they are</i> and <i>put up with one another's nasty habits</i>. These two have a friendship for the ages. That is why it is almost impossible to imagine them without each other. Hakuna Matata!</p> |



Rapunzel and Pascal. When you're best friends, words become unnecessary. There is no better proof of this than Rapunzel and Pascal. Let's look at the facts: They kept each other company for years while locked up in Rapunzel's tower, they both are constantly *watching each other's backs*, and never complain when losing in their lively games of *hide-and-seek*. Pascal also bravely follows Rapunzel away from the tower as she searches for her true destiny.



Aladdin and Genie. They are such good friends that they wear matching outfits, and Genie is such a good friend to both of them that he performs lively song and dance routines, saves their lives, and offers some pretty great advice. It's true that they have never had a friend like Genie, and it's also true that the rest of us have never seen a friendship like this one.



Woody and Buzz. Just look at them. We imagine that a sheriff and a space ranger *have* little *in common* except for a healthy respect for the law and, you know, being toys. Buzz and Woody's great ability to forget about their differences and become the best of friends is inspirational in so many ways, the biggest thing is that it reminds us that our best friends can sometimes come from the places we least expect. There is nobody who can *come between* these two best buds.



Ariel and Flounder. We've all envied Ariel and wanted to have a Flounder of our own, and many of us still do. When your parents don't seem to understand you or when the world seems unfriendly and confusing, it's good to have a listening gill and a fin to cry on whenever you need it. And to know that there is not a big, but a brave fish who will *stop at nothing* to help you.



Winnie the Pooh and... all, all, all. One of them's a kind old bear. One of them's a shy tiny pig. Together they form the most lovely, supportive friendship we could imagine. Neither of them *expects anything from the other*, and both are happy to just exist together as they are. Their personalities *complement each other* perfectly, and without each other, they wouldn't be nearly so wonderful.

**Look at the words in colour from Ex.5 and match them to their definitions.
(For group 1)**

Виявляти взаємозв'язок між ознаками, бачити різницю між фактами і наслідками, оцінювати значимість даних.

| | |
|---|---|
| 1) cause problems between two people or interrupt two people 2) children's game 3) be prepared to do anything 4) seem better when staying together 5) share many interests and opinions 6) wait for somebody to do something for you 7) accept someone who behaves unpleasantly 8) make sure your friend doesn't get hurt 9) agree to take somebody's individuality | <i>a)is there for</i> <i>b)accept each other as they are</i> <i>c)put up with one another's nasty habits</i> <i>d)watching each other's backs,</i> <i>e)hide-and-peek</i> <i>f)have in common</i> <i>g)come between</i> <i>h)stop at nothing</i> <i>i)expects anything from the other</i> <i>J)complement each other</i> |
|---|---|

Match the characters from the text above to the descriptions below. There is one extra description you don't need. ((For group 2)

| | |
|---|--|
| <ul style="list-style-type: none"> • <i>Mowgli and Baloo.</i> • <i>Dumbo and Timothy Mouse.</i> • <i>Timon and Pumbaa.</i> • <i>Rapunzel and Pascal.</i> • <i>Aladdin and Genie.</i> • <i>Woody and Buzz.</i> • <i>Ariel and Flounder.</i> • <i>Winnie the Pooh and... all, all, all.</i> | 1) These friends don't pay attention to each other's drawbacks. 2) One of these friends supports the other in hard times. 3) These two have a great company of friends. 4) These two friends have an odd man out. 5) These friends even wear the same clothes. 6) Each of us would love to have such a friend as him. 7) These two don't have many similarities, but they are inseparable. 8) One of these friends always copies the other one. 9) One of these two is really encouraging. |
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5. LISTENING (формування навичок узагальнення, застосування ідей у роботі з новим продуктом). *Listen and tell if Pascal is really a true and loyal friend to Rapunzel.*

Pascal is a true and loyal friend to Rapunzel. Even though he can't communicate verbally, it is clear that he is one of the driving forces in helping Rapunzel see that she needs to leave the tower. Pascal is constantly cheering her up, rooting her on, and refusing to allow her to take steps backwards. However, even though he cheers her on, he doesn't know much

about the outside world either, and despite being just as excited as Rapunzel to experience it, he was originally just as afraid. Since he is a chameleon he can change color, usually to express his mood with his colors.

Being Rapunzel's only companion, Pascal has grown very protective of the lost princess, as seen when they first encounter Flynn Rider, as well as Maximus, and most notably seen during the climatic struggle with Mother Gothel in the end. The chameleon doesn't appear to attach well to those who harm Rapunzel in literally any way, showing no remorse for Gothel when she began aging to death, going as far as to tripping her out the tower entrance.

Still, Pascal can be highly affectionate to those who seem worthy enough, as seen when Flynn falls for Rapunzel and vice versa, the chameleon showing sympathy and support of the relationship, despite originally seeing Flynn as only a means to seeing the world.



6. SPEAKING Вміння комбiнувати елементи, щоб одержати ціле з новою системою властивістю повідомлення.

Answer the following questions. (in turn)

- 1) What's the difference between a friend and an acquaintance?
- 2) What about your parents, do you get on well with them?
- 3) Do you have nice neighbours?
- 4) Do you have a good teacher?
- 5) What are your classmates like at school?
- 6) Do you have any difficult acquaintances?
- 7) What kind of person do you find most difficult to get on with?

Talk about your friends and family relationships. Complete each of the following sentences by expanding them *into short paragraphs*. Talk about your emotions and feelings. Use idioms from Ex.3 at page 52 and some verbal phrases to make your story more natural. (in turn)

- 1) I felt angry when...
- 2) I was the happiest when...
- 3) I feel confident when...
- 4) I felt frustrated when...
- 5) I felt depressed when...
- 6) I am comfortable when...
- 7) I feel nervous when...
- 8) I feel sentimental when...
- 9) I last felt worried...



7. WRITING Використання вивченого матеріалу для конкретної мети. щоб зробити повідомлення у вигляді письмового тексту.

Choose one person you know (well or not so well) and try to recall some important moments or events in your relationship. Describe your friendship, include some memorable moments. You can mention the following information.

- *When you last met a person and what you did.*
- *How often you meet and what you usually do together.*
- *How long you have known each other.*
- *How important that person is to you.*
- *Things in common and differences.*

HOME TASK Write about true friendship of the heroes in your favourite cartoon (for example Looney Tunes, The Simpsons, Tom and Jerry, Scooby-Doo, Where Are You, Sponge Bob Square Pants, The Flintstones Futurama, Family Guy or others).

ЗАКЛЮЧНА ЧАСТИНА, охарактеризувати цінність засвоєної інформації.

Summarizing. Підведення підсумків уроку.

1. We have relationships with our parents, siblings, extended family members, and even our friends at home and at school. Having relationships with other people is important, because these connections with other people can make us feel confident, secure and positive. It makes us feel like we are not alone.

2. From our lesson you understood the strategy that when we act in a good way towards other people and they act the same way to us.

3. Good friendship can be complex because it consists of many different characteristics:

- (1) Having common interests, likes, or hobbies
- (2) Feeling comfortable with sharing private thoughts, feelings, or stories
- (3) Understanding each other
- (4) Being able to solve arguments and problems without hurting the relationship

(5) Being affectionate or caring

(6) Equality in the relationship. A shared friendship where all members are treated the same; everyone is treated fairly

(7) Being loyal and trustworthy Keeping your word in the relationship; actually doing what you say you will Keeping secrets in the relationship

4. These strategies will help us to form positive relationships.

5. There is a saying "To have a good friend, you need to be a good friend." Think about what we should and should not do when trying to form a relationship with our friends

ASSESSMENT (ОЦІНЮВАННЯ):

We get understanding of

- The importance of positive relationships and how they are beneficial.
- Recognizing the basic characteristics of how to be a good friend.
- Introduction to different strategies that we use to develop and maintain our relationships.
- Recognizing what characteristics are wanted and unwanted in a friendship.

Your active work promoted

- to develop speaking and reading skills,
- to teach about the importance of friendship,
- to encourage everybody to use English creatively.

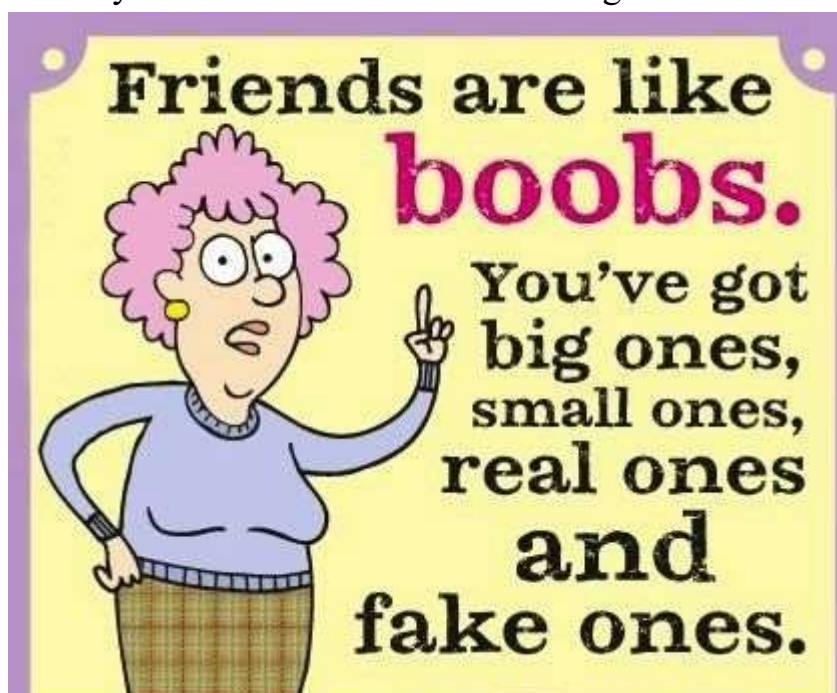
You have been very active.

Was the lesson interesting and informative for you?

Your answers were excellent.

Your speaking was correct.

I think you will read some stories in English about real friendship over the Internet.



a boob is a mistake, an error, a mismanage

Now you can say.

What qualities you think are important in a friend.

Can describe one of your closest friends.

You believe that your parents should be your friends.

You know that there are some ways your best friend has influenced your life in a positive way.

Now you know what to do when you have a misunderstanding with your friend.

You enlightened what qualities you appreciate in your friends. What makes someone special or best friend.

Pupils

- It was interesting for me to know...
- It is interesting for me to talk about ../
- I hardly believed that... but...
- It should be mentioned here about ...
- Without doubt the information about..., was of great importance for me.
- The facts about real friendship of Walt Disney`s cartoons impressed me most of all

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|---|--|
| <p>Analysis of the lesson</p> <p>British Council</p> <p>Teaching English</p> <p>Module 4</p> <p>Observation and Feedback</p> <p>Course book Criteria</p> <ol style="list-style-type: none">1 There was a positive classroom atmosphere.2 Instructions were clear and checked.3 Teacher encouraged learner`s talk and controlled teacher talk.4 Teacher set the scene and engaged the learners' interest in the topic.5 New language was presented clearly and correctly6 Teacher elicits information/language from learners whenever possible.7 Teacher checked understanding of target language.8 Learners were given opportunity to practice new language through spoken and written activities. | <p>Аналіз уроку</p> <p>Британська РАДА</p> <p>Викладання англійської мови</p> <p>Модуль 4 Спостереження та зворотній зв'язок</p> <ol style="list-style-type: none">1 Була позитивна атмосфера в класі.2 Інструкції були чіткими та перевіреними.3.Новий лексичний матеріал було пред'явлено чітко і правильно4.Учитель заохочувала говоріння учнів та і керувала бесідою.5.Вчитель застосовувала інтерактивну технологію у навчальній діяльності6.Учитель залучає інформацію / мову учнів, коли це можливо.7 Вчитель перевіряв розуміння усної та писемної мови.8.Учні отримали можливість практикувати мовлення через усну та письмову діяльність.9. Комунікативна компетентність ро- |
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| <p>9 Skills were developed and practiced effectively</p> <p>10 Teacher monitored unobtrusively and gave support when needed.</p> <p>11 Learner errors and feedback (reaction, comment, opinion) were dealt with in different ways and at appropriate times in the lesson</p> <p>12 Pace was varied to suit learners' needs.</p> <p>13 There was a variety of interaction (communication).</p> <p>14 Teacher re-grouped learners appropriately and efficiently.</p> <p>15 Timing was observed and managed well throughout the class.</p> <p>16 Teacher used mime, gesture/body language</p> <p>17 Teacher used board effectively and wrote new language up.</p> <p>18 The learners were engaged and involved throughout.</p> <p>19 The course book was adapted suitably.</p> <p>20 There was a logical progression to the lesson and the teacher clearly signposted the learners throughout, letting them know what was happening.</p> | <p>звивалась ціленаправлено та ефективно.</p> <p>10.Вчитель спостерігала за різними видами роботи і надавала підтримку, коли це було необхідно.</p> <p>11.Помилки та очікувані результати учнів (реакція, коментар, думка) розглядалися різними шляхами і у відповідні моменти уроку</p> <p>12. Швидкість була відповідною для задоволення потреб учнів.</p> <p>13. Існувала різноманітність взаємодії (спілкування).</p> <p>14.Вчитель перегруповувала учнів належним чином та ефективно.</p> <p>15.Етапи уроку були протаймовані та витримувались згідно плану уроку</p> <p>16.Вчитель використовувала міміку, жести.</p> <p>17.Вчитель ефективно використовувала дошку та записи</p> <p>18 Учні були залучені і задіяні на протязі всього уроку.</p> <p>19. Навчальний посібник був відповідним чином опрацьований.</p> <p>20.Навчання було логічно послідовним. Значна увага приділена зворотному зв'язку, самооцінюванню, підведенню підсумків вивченого та завданню додому</p> |
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