

Тематический контроль знаний как необходимое условие обучения иностранному языку

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Современные подходы к контролю и оценке знаний и умений учащихся в процессе обучения иностранному языку направлены на достижение учащимися двух наиболее важных целей: 1) овладеть иностранным языком в той степени, в какой это им необходимо; 2) «научиться учиться», чтобы в дальнейшем не потерять приобретенных навыков и умений и постоянно их совершенствовать.

Мною предложено обоснование, посредством каких действий возможно осуществление тематического контроля и развитие творческой активности учащихся на уроке английского языка в 10 классе по теме «Чтение книг» на основе индивидуальной, групповой и комбинированной проверок, взаимоконтроля и самоконтроля. При определении этих действий я опиралась на принципы усвоения материала «от более легкого к более трудному» и поэтапный характер деятельности: сначала добивалась от учащихся связного воспроизведения полученной информации, ее систематизации и первичного анализа (1 этап), затем учила десятиклассников видеть проблемы и противоречия, проявлять антиконформизм и оригинальность мышления (2 этап), развивала гибкость мышления и творческое воображение (3 этап).

Тема урока: «Books in our life».

Цель урока: развитие лексических умений в монологической и диалогической речи учащихся.

Задачи:

Образовательная: расширение филологического кругозора учащихся и их речевых возможностей.

Воспитательная: формирование интереса к чтению литературы авторов стран изучаемого иностранного языка.

Развивающая: развитие у учащихся способности к формулировке выводов из прочитанного, прослушанного.

Ход урока:

I. Организационный момент.

Today we are going to speak about one of the most wonderful things in the world. Well, try to guess what it is!

It has no mouth but it speaks.

It is not a tree but it has leaves.

It is not alive but it can be a good friend.

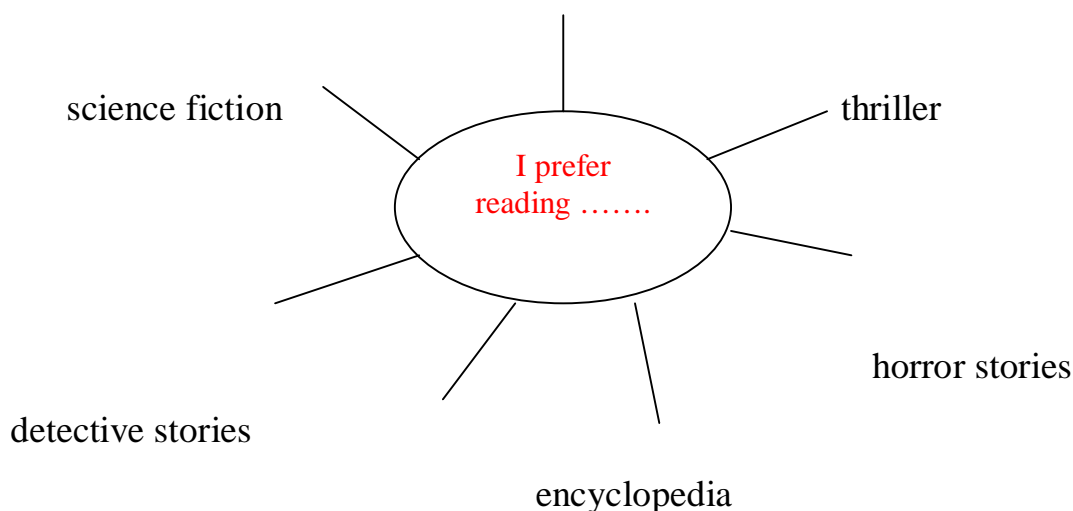
... Right! It is a book!

A wise man said, "Life without books as a tree without leaves". How do you understand this quotation?

(Ученики обдумывают данное учителем утверждение и приводят свои аргументы).

II. Фонетическая зарядка.

Let's speak about different genres of books. Go to the blackboard, write down any genre and explain it in your own words.



III. Проверка домашнего задания.

Комбинированная проверка знаний учащихся:

1) The first pupil goes to the blackboard and does the translation on it.

(Один из учеников идет к доске и выполняет перевод лексических единиц по изучаемой теме).

2) Two pupils get the cards on the topic work on their places.

(Два другие ученика получают задания на карточках на своих местах).

Card I. Match each kind of book with what you would normally expect to find in it.

1. atlas	a) basic coursebook at school or university
2. autobiography	b) information about subjects in alphabetical order
3. dictionary	c) lists of words grouped according to their similarity in meaning
4. directory	d) maps
5. encyclopedia	e) a list of names of places printed at the end of an atlas
6. gazetter	f) a list of important, famous people and brief details of their lives
7. guidebook	g) meaning of words
8. manual	h) tourist information about a country
9. textbook	i) instructions on how to use or repair a machine
10. thesaurus	j) a list of names, addresses and telephone numbers in alphabetical order
11. who's who	k) the story of one's own

	life written by oneself
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II. Complete with the right name of the part of a book.

1. Look at the list of the ... in the book and find on which ... the first ... starts.
2. He wrote a ... to his book, explaining why he had written it.
3. He listened to the fourth ... of the novel on the radio last night.
4. This is a ... of all the works published by Oxford University Press in the past fifty years.
5. In this book ... are shown with an asterisk.

Card II. Match the descriptions with the names of parts of a book.

1. appendix	a) the cover of a book
2. bibliography	b) a short description by the publisher of the contents of a book, printed on its paper cover
3. binding	c) an introduction to a book
4. blurb	d) a preface especially in which someone who knows the writer and his work says something about them
5. chapter	e) an introduction to a play, long poem
6. contents	f) one of the main divisions of a book, usually having number or a title
7. cross-reference	g) one part of a book, which is read on the radio in regular parts until the story is completed
8. epilogue	h) a list of what is contained
9. foreword	
10. index	

11. instalment	in the book
12. preface	i) the end of a book, giving additional information
13. prologue	j) a list of all the writings used in the preparation of a book k) a list at the back of a book giving in alphabetical order names, subjects, mentioned in it and the pages where they can be found l) a note directing the reader from one place in a book to another place in the same book m) a part of a story, play, that is added after the end, usually a kind of summing- up

3) One of the pupils prepared a very interesting task. He is going to speak about the history of books.

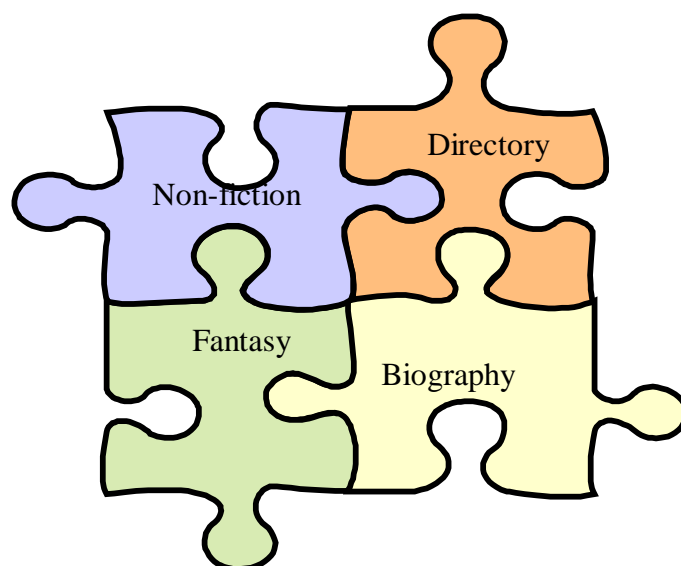
(Один из учеников выступает с докладом по теме «История книг» на английском языке).

IV. Работа по изучаемой теме.

1) Pupils, now I will give you some puzzles. Your task is to put them in the right order and describe them in your own words while other pupils should guess the literary genre you are speaking about. **For example:**

(Ученики делятся на команды, слаживают загадки и описывают таким образом, чтобы другие команды могли догадаться, о чем они говорят).

Например:



2) Now let's have a guessing game. Listen to the beginnings of different kinds of stories and try to guess what story it is, and why you think so.

(Ученики слушают короткие рассказы и догадываются, что за жанр. Объяснить, почему они так решили).

A. It was a dark and foggy night. We drove and drove. At midnight, just as we thought we were lost, we saw a light behind some trees. As we got nearer, we could see a house. It looked deserted and abandoned. We knocked on the heavy, wooden door. It opened slowly. A tall man dressed entirely in black, stood there. "Good evening", he said in a slow, deep voice. "I've been expecting you". (*Horror story*)

B. We were traveling through deep space at the speed of light. Suddenly, the spaceship slowed down and immediately the system came into view. A bright star with twenty or more planets. One of these would be our new home, five light years from our own galaxy. (*Science fiction*)

- C.** One of my earliest memories is of my father running along the beach with our dog, Tess. I must have been about three years old. I remember the dog jumping upon me and knocking me over into the water. (*Fiction / true story*)
- D.** The man lay on the ground next to a white van. There was no doubt. He was dead. I quickly looked in the pockets of his jackets – some money, a handkerchief and a theatre ticket with a Chicago phone number written on it. Three murders in three weeks and the victims all killed in the same way. (*Detective story*)
- E.** Once upon a time, a long, long time ago, there lived a beautiful princess. She was an only child and her father and mother, the king and queen, loved her very much. One day, an old woman came to the castle. When she saw the princess, she smiled and laughed in a strange and horrible way... (*Fairy tale*)

3) Диалогическая речь.

Ex. 4, 5 p. 175 (I.M. Andreasyan, V.V. Maslov “English 10 (11)”).

(Работа по учебнику) Ученикам необходимо обменяться мнениями о своих предпочтениях в чтении, в выборе книг.

V. Заключительный этап.

a) рефлексия: Pupils, we've spoken about different genres of books today. I offer you the last task for today. Have a look at the blackboard. There is a proverb list and your task is to match them. (Учащимся предлагается соединить пословицы по теме «Книги»)

1. Bad books are worse than useless	a) by its cover.
2. The person who doesn't read	b) like a body without a soul.
3. There is no friend	c) and I will tell you what you are.
4. Choose an author	d) they are harmful.
5. Don't judge a book	e) has no advantage over the person who can not.

6. A room without books is	f) what we read.
7. Reading is to the mind	g) so faithful as a good book.
8. We are	h) as you choose a friend.
9. Tell me what you read	i) what exercise is to the body.

Answers: 1. d; 2. e; 3. g; 4. h; 5. a; 6. b; 7. i; 8. f; 9. c.

b) домашнее задание: Have a look at the blackboard. You can see three situations. Choose one and write a composition. (Ученикам предлагается выбрать из трех ситуаций одну и написать сочинение по теме)

1) Imagine you are a critic. Make a book review about the last book you read.

2) Imagine that you need to write an article for a magazine about books for children. Your editor suggests the headline: "A good children's book has no age limit". What will you write about?

3) Imagine you're a famous writer. You receive a letter from one of your admirers where he/she asks: "What is your idea of a private collection of books?" What will you write in answer to the question?

c) выставление отметок за урок.