

**КОНСПЕКТ УРОКУ**

**з англійської мови для учнів 10 класу**

**на тему:**

**«Любов – це ...»**

**Підготувала та провела:**

Марченко Жанна Леонідівна

вчитель англійської мови

(вища кваліфікаційна категорія,

звання – старший вчитель)

Дата: 20.11.2020

**Мета:**

- познайомити учнів з фразами за темою уроку, тренувати їх використання в усному та писемному мовленні;
- формувати навички монологічного мовлення, використовуючи життєвий досвід учнів;
- формувати вміння учнів читати текст з повним розумінням його змісту;
- вдосконалювати вміння учнів розуміти на слух та фіксувати вибірково інформацію автентичного тексту;
- розвивати творче мислення учнів.

**Очікувані результати:**

- учні вживають нові фрази в непередбаченому мовленні;
- застосовують практичні навички виконання вправ на множинний вибір після прослуховування та читання текстів;
- роблять висновок на основі прочитаного та прослуханого текстів;
- логічно та послідовно викладають думки під час написання короткої розповіді.

**Тип уроку:** комбінований.

**Обладнання:**

- підручник 'Focus 4',
- аудіозапис пісні,
- аудіозапис розмови,
- роздатковий матеріал.

## **I. Початок уроку**

### **1. Introduction**

T.: Good morning, students. Nice to meet you.

Listen to the part of the song and tell me, please, what this song is about.

(Song 'Eternal Flame' <https://xn--80anjg9azc.me/music/the-bangles-eternal-flame/>)

Close your eyes, give me your hand, darling

Do you feel my heart beating, do you understand?

Do you feel the same, am I only dreaming?

Is this burning an eternal flame?

Answer key:

Love

T.: The topic of our lesson is: "Love is ...". Today at the lesson we are going to speak about love from the points of view of different people, to listen to an interview with a neuroscientist, to read a text about real values and to write a short love story.

### **2. Warm up**

T.: At first, I'd like you to answer my question in one word: What is love for you?

Possible answers:

Love is ...

- Responsibility;
- Sensitivity;
- Kindness;
- Patience;
- Care...

## **II. Основна частина.**

1. **Speaking** (group work: picture A – group A, picture B – group B, picture C – group C, picture D – group D)

(SB: p.23, ex.1)

T.: “What is love?” is one of the most popular searches on Google.

- Match the people 1-4 with their definition of love in the memes A-D.
- Explain, how do you understand this definition.
- Choose one of the memes, you like most, and explain your choice.
- Present your ideas in 1 minute.

1 A novelist

2 A charity worker

3 A parent

4 A neuroscientist



Answer key:

1C, 2D, 3B, 4A

2. **Listening**

**Pre-listening activities:**

T.: 1. Listen and complete WORD STORE 2D with the words in the box.

(attracted, fall, madly, obsessed, out, split)

		Answer key:
1.	be <i>attracted</i> to sb	
2.	be _____ in love with sb	madly
3.	be _____ with sb	obsessed
4.	_____ for sb	fall
5.	go _____ with sb	out
6.	_____ up with sb	split

T.: 2. Match the phrases in WORD STORE 2D with their definitions.

(SB: p.23, ex.5)

		Answer key:
1.	fancy sb =	be attracted to
2.	adore sb =	be madly in love with
3.	end a relationship =	split up with
4.	fall in love with sb =	fall for
5.	start seeing sb =	go out with
6.	worship sb =	be obsessed with

### While-listening activities:

1. T.: Listen to an interview with neuroscientist and answer the questions.

(SB: p.23, ex.2)

1 What does she specialise in?

2 How does she define love?

3 Does her research affect her own feelings about love?

Answer key:

1. She specialises in studies of emotions.
2. She defines love as a powerful neurological condition.
3. No, it doesn't.

**N = Neuroscientist P = Presenter**

**P:** Welcome to Saturday Science. We are very fortunate to have with us in the studio today Ruby Niverton, who is a neuroscientist. Ruby, recently you have been involved in a study of the brain and, in particular, which part of the brain is used for different emotions.

**N:** Yes, that's right. We have collected a lot of data about the changes in the brain that are caused by strong feelings.

**P:** Now, we associate love with the heart – but you would say that love is a chemical reaction, wouldn't you?

**N:** Ha ha, yes I probably would. In fact, love is a powerful neurological condition. When you fall for someone, it's similar to hunger or thirst, but more permanent.

**P:** That's not a very romantic image.

**N:** Well, no, but it's fascinating. In fact, romantic love has all the characteristics of addiction. At the beginning you're just attracted to somebody. Then you start going out with them and before you know it, you've fallen in love. You focus on the person, you obsessively think about them and you will take enormous risks to win this person that you are obsessed with. Also, like an addict, you need to see them more and more.

**P:** I see. So your study has found evidence for those feelings in the brain. Can you tell us a little bit about how you did that?

**N:** Well, we searched for people to put in a brain scanner – we wanted people who were madly in love. We wanted people who couldn't stop thinking about their sweetheart. Then we put them into the brain scanner and showed photographs of their sweetheart and photographs of people they didn't know. Then we could compare the activity in the brain.

**P:** And did you find what you were looking for?

**N:** Oh, yes. First, there's an area deep in the centre of the brain – it's a primitive part of the brain which developed sixty-five million years ago. It's at the base of the brain, which is associated with wanting and motivation. The more passionate the love, the more activity there was in that area. We also found activity in the second area of the brain that becomes active when people eat chocolate! Chocolate can be addictive, just like romantic love!

**P:** And what happens when someone is rejected? Does the activity in those areas of the brain stop?

**N:** Unfortunately for the broken-hearted, no. The obsession can get worse when you are rejected. We put people into the brain scanner just after their partner had split up with them, and we found that there was as much activity, or even more, than when they were in love.

**P:** Can I ask you a personal question?

**N:** Ha ha, you can ask!

**P:** All this science and looking at brains – has it put you off romantic love? I mean, can you fall in love or do you just keep thinking about what it's doing to your brain?

**N:** Oh no, not at all. Love is more powerful than that. I might try to resist, but it wouldn't work!

2. T.: Listen to an interview again. For questions 1-5, choose the correct answer A-D.

(SB: p.23, ex.3)

1. Dr Ruby Niverton studies how

A emotions influence the brain.

B chemical reactions in the brain affect us.

C data about the brain can be collected.

D the brain is linked to the heart.

2. According to Dr Niverton, romantic love

A is linked to hunger and thirst.

B isn't very powerful.

C is like an addiction.

D is a characteristic of all addicts.

3. The scanner showed that when some is in love

A there is only activity in one area of the brain.

B the strength of their passion has no effect on brain activity.

C two parts of the brain are activated.

D their brain activity is similar to when they think about chocolate.

4. Experts found that when a person is heartbroken, the love-related activity in their brain

A stops completely.

B is significantly reduced.

C continues in a different part of the brain.

D can be increased.

5. Dr Niverton's findings demonstrate that strong romantic emotions

A are usually of shorter duration than hunger.

B are not always related to brain activity.

C cause brain reactions that can be scientifically measured.

D rarely lead to obsession.

Answer key:

1.A, 2.C, 3.C, 4.D, 5.C

**After-listening activity:**

T.: Answer my question:

Would you like to be a scientist in the field of emotions research? Why? Why not?

### **3. Reading**

**Pre-reading activity:**

T.: Today at the lesson we are speaking about love.

What do you value more: appearance or inner world of the person you love?

**While-reading activity:**

T.: Read the text. Complete the gaps 1-5 with sentences A-F. There is one extra sentence.

A. I started toward her, completely forgetting to notice that she was not wearing a rose.

B. The soft handwriting reflected a thoughtful soul and open mind.

C. A quick look told him everything was going to be okay.

D. He looked for the girl whose heart he knew, but whose face he didn't, the girl with the rose.

E. I did not hesitate.

F. She felt that if he really cared, it wouldn't matter what she looked like.

Answer key: 1D, 2B, 3F, 4A, 5E.

## THE ROSE

John Blanchard stood up from the bench, in his army uniform, and studied the crowd of people walking through the Grand Central Station. 1.\_\_\_\_\_ His interest in her had begun thirteen months before in a Florida library. Taking a book off the shelf he found himself intrigued, not with the words of the book, but with the notes penciled in the margin. 2.\_\_\_\_\_ In the front of the book, he discovered the previous owner's name, Miss Hollis Maynell. He did his best to find her address. She lived in New York City. He wrote her a letter introducing himself and inviting her to correspond. The next day he was taken to World War II. During the next year and one month the two grew to know each other through the mail. Each letter was a seed falling on a fertile heart. A romance was budding. Blanchard asked her for a photograph, but she refused. 3.\_\_\_\_\_ When the day finally came for him to return from Europe, they appointed their first meeting – 7:00 pm at the Grand Central Station in New York. «You'll recognize me», she wrote, «by the red rose I'll be wearing on my coat». So at 7:00 he was in the station looking for a girl whose heart he loved, but whose face he'd never seen.

Mr. Blanchard tells us what happened:

A young woman was coming towards me, her figure long and slim. Her blonde hair lay back in curls from her delicate ears; her eyes were blue as flowers. Her lips and chin had a gentle firmness, and in her pale green suit she was like springtime come alive. 4.\_\_\_\_\_ As I moved, a small smile curved her lips. «Going my way, sailor? » she murmured. Almost uncontrollably I made one step closer to her, and then I saw Hollis Maynell. She was standing behind the girl. A more than plump woman in her late forties had grey hair under a worn hat. She was wearing the low-heeled shoes. The girl in the green suit was walking quickly away. I felt as though I was split in two, so great was my desire to follow her. And there she stood. Her pale, plump face was gentle and sensible, her grey eyes were warm and kind. 5.\_\_\_\_\_

My fingers gripped the small worn blue leather copy of the book that was to identify me to her. This would not be love, but it would be something precious, something perhaps even better than love, a friendship for which I had been and must ever be grateful. I squared my shoulders and saluted and held out the book to the woman, even though while I spoke I felt bitterness of my disappointment. «I am Lieutenant John Blanchard, and you must be Miss Maynell. I am so glad you could meet me. May I take you to dinner? »The woman smiled. « I don't know what this is about, son», she answered, «but the young lady in the green suit who just went by begged me to wear this rose on my coat. And she said if you were to ask me out to dinner, I should go and tell you that she is waiting for you in the big restaurant across the street. She said it was some kind of test! It's not difficult to understand and admire Miss Maynell's wisdom. The true of a heart is seen in its response to the unattractive.

(Євчук О., Доценко І. English Language Usage Tests: Part II (Reading and Listening). – Тернопіль: Підручники і посібники, 2008. – 144с.)

### **After-reading activities:**

T.: 1. Confirm or deny the statements

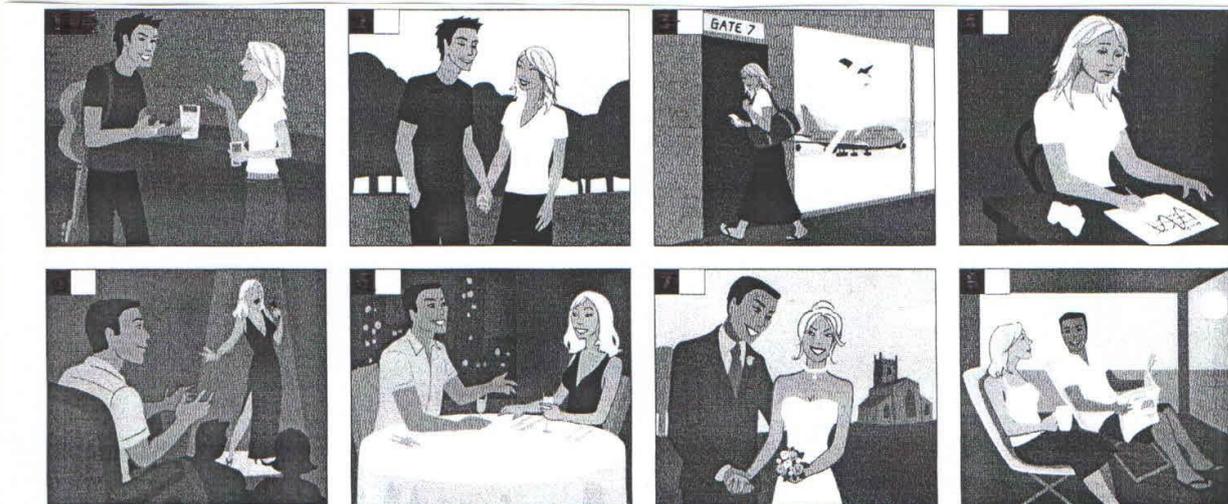
- 1) The story starts at the period when John Blanchard spent much time at the library.
- 2) He was intrigued with the handwriting marks on the margin of the book.
- 3) Miss Hollis Maynell attracted him with her appearance and charm.
- 4) They agreed to meet at the Grand Central Station in New York.
- 5) John Blanchard bought a very beautiful rose for his beloved girl.
- 6) He also took a book which he wanted to show to Miss Hollis Maynell.
- 7) While waiting for Hollis he got acquainted with a woman in the late forties.
- 8) The young lady was wearing a red rose on her blouse.

Answer key: 1.T, 2.T, 3.F, 4.T, 5.F, 6.T, 7.F, 8.F.

T.: 2. Comment on the last sentence of the text, “The true of a heart is seen in its response to the unattractive”?

### **4. Writing (pair work)**

T.: The next part of our lesson is writing. You should write a short love story. Use the pictures in any order to help you. Don't forget to use phrases from WORD STORE.



T.: Which pair wants to present the story first?

Possible answer:

Two students met at music school in London. He was attracted to her. They fell in love and went out together. When they finished at music school, she went home to Australia. She didn't write him. Five years later, he went on holiday to Sydney. He went to a concert at Sydney Opera House – and she was one of the singers. After the concert they went out to dinner together. He was madly in love with her. He proposed and they got married. They spent their honeymoon in Australia.

### III. Заключна частина.

#### 1. Lesson outcome

T.: You have done a very good job, students. It's time to make a conclusion. Summarise the information on the topic we have been speaking about during the lesson.

Possible answer:

Our life isn't so bright if there is no love in it.

## **2. Home task**

WB: p. 23.

T.: Thank you for the lesson. Have a nice day.