

## Scenariusz lekcji języka angielskiego w klasie VIII

### Temat: The secret of tears – praca z tekstem autentycznym

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#### **Cele ogólne lekcji:**

- Rozwijanie umiejętności pracy w grupie
- Rozwijanie umiejętności komunikacyjnych ucznia
- Przetwarzanie informacji zawartych w tekście
- Wykorzystanie zdobytych umiejętności językowych w praktyce

#### **Cele lekcji:** *Uczeń po zajęciach potrafi*

- wyszukać określonych informacji w tekście
- rozumie ogólny sens tekstu
- zna znaczenie kluczowego słownictwa z tekstu
- potrafi określić problematykę zawartą w tekście

**Metody i techniki pracy :** praca w małych grupach, metoda Power teaching – skupiacz uwagi Class – Yes,; wykorzystane techniki: „słówkobranie”, placemat, wykorzystanie założeń neurodydaktyki poprzez wprowadzenie ruchu podczas zajęć

**Środki dydaktyczne :** kopie tekstu z magazynu NEWSWEEK LEARNING ENGLISH, pytania do tekstu, karty ze słownictwem do wprowadzenia na początku zajęć - karteczki post - it note , mazaki, tablica suchościeralna, zeszyty przedmiotowe, folia Easy Flip,

#### **TOK LEKCJI :**

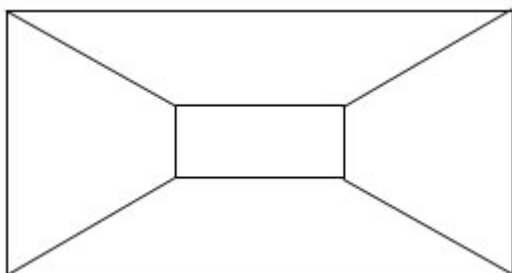
##### ***Sprawy organizacyjno - porządkowe:***

- Przywitanie, sprawdzenie obecności, small talk.
- Nauczyciel rozmawia z uczniami o celu lekcji

##### ***Faza wprowadzająca:***

- „Słówkobranie”. Uczniowie podzieleni na cztery grupy wg kolorów spacerują po klasie w poszukiwaniu przydzielonych im karteczek ze słówkami zapisanymi w kolorach ich grup: czerwonym, niebieskim, czarnym, zielonym. Po odnalezieniu

słownictwa grupy siadają do swoich stolików i otrzymują od nauczyciela tekst podzielony kolorami na cztery części. Każda grupa odszukuje w tekście zebrane wcześniej słownictwo i dokonuje tłumaczenia wykorzystując słownik języka angielskiego. Następnie reprezentant grupy podchodzi do folii Easy Flip i na przydzielonej do grupy części schematu *placemat* zapisuje słownictwo swojej grupy wraz z polskim lub angielskim tłumaczeniem (w zależności od potrzeb i umiejętności grupy). Słownictwo to będzie niezbędne do zrozumienia tekstu i efektywniejszej dalszej pracy. *Załącznik nr 1*



**Faza realizacyjna:**

- Następnie każda grupa otrzymuje zestaw pytań do tekstu. Tym razem grupy czytają cały tekst i wspólnie szukają odpowiedzi na pytania. *Załącznik nr 2,3*
- Wspólne sprawdzenie wykonania aktywności.
- W dalszej części zajęć uczniowie w grupach przygotowują ćwiczenie mediacyjne (mediacja językowa) dla grupy przeciwnej. Uczniowie pracują wykorzystując przydzielony wcześniej (przy aktywności placemat) fragment tekstu.
- Grupy wymieniają się ćwiczeniami i wykonują je. Po zrealizowaniu aktywności autorzy ćwiczeń sprawdzają poprawność wykonania zadania.

**Faza podsumowująca:**

- Podsumowując zajęcia nauczyciel pyta chętnych uczniów o to, czego dowiedzieli się z przeczytanego materiału, jakie informacje zapamiętali.
- Pożegnanie

### Załącznik nr 1

- **Grupa 1: stillborn, hold back tears, unbearable, relieve aggression, purify,**
- **Grupa 2: nourish, cease to cry, put forward, draw attention, withdraw**
- **Grupa 3: toddler, refrain from crying, shed tears, prevalent, demanding**
- **Grupa 4: upbringing, inhibit, discrepancy, consideration, bond**

### Załącznik nr 2

#### Zestaw pytań:

1. **Why do parents wait for a newborn baby's first cry?**
2. **When do people usually cry?**
3. **What is the physiological function of crying?**
4. **What are the reasons that babies and children cry?**
5. **Why do mentally or physically abused children stop crying loud?**
6. **Why may girls cry more than boys?**
7. **Why should parents not always give in to children's crying?**
8. **According to the text, what are the reasons of the discrepancy in the amount that women and men cry?**



## Załącznik nr 3

**W**hen a child comes into the world, everyone anxiously awaits the first cry. The family holds their breath because silence is dangerous and can mean tragedy. If a baby doesn't cry, it's either **stillborn** or seriously ill. The parents can rest easy only when their little bundle lets out a loud cry.

It's like this all around the world. That's why, in children, crying is a sign of health. It's sometimes also good for adults, although it's often perceived as a sign of weakness. Some even claim that **holding back tears** is unhealthy. "This is because crying occurs when your emotions become **unbearable** and the body becomes unbalanced. The autonomic nervous system is then stimulated, and this system is not subject to our conscious control. That's why it's so difficult to control tears at times," said Prof. Irena Dzwonkowska, a psychologist at the SWPS University in Katowice.

Recent research indicates, however, that our perception of crying has many myths surrounding it. Sometimes, letting out tears does help—it purifies, **relieves aggression** and promotes social ties—but sometimes, it can lead to even greater sadness or even depression. It all depends on our character and temperament, the person in whose presence we're crying, and the reasons for these strong emotions.

### A call for help

Charles Darwin argued that nature doesn't favor useless features, and therefore crying must have a purpose. However, he couldn't explain what we need it for. Because when it comes to tears alone, things are clear. Tears moisturize and **nourish the eyes**, and protect the **cornea** against irritating substances, such as cigarette smoke or the **sulphonic acid** produced when cutting onions. Eyes without tears can experience **inflammation**, which over time can lead to vision problems. But why do we cry under the influence of emotions? Is crying a random feature that hasn't disappeared during the process of natural selection?

Scientists **seeking a solution** to this puzzle have **put forward** a number of contradictory hypotheses. They agree on one thing: crying is necessary for babies, allowing them to draw attention to themselves and signal their needs and feelings (children usually cry without tears until the third month of life). "Young children cry to let us know that something hurts, or that they want to eat or drink. Crying is a call for help," said Prof. Dzwonkowska. Children who cry have a better chance of survival than quiet ones.

It's been found that children who are molested physically or mentally **cease to cry** loudly over time. "When such a major trauma lasts for a long time, children fall into apathy, and withdraw from the world. This is a very dangerous condition that can lead to serious disorders," explained Prof. Dzwonkowska. The psychologist reminds us that depressed adults behave similarly. "They, too, stop crying. They withdraw and behave as if they want to disappear from the world," added Prof. Dzwonkowska.

### Boys don't cry

Young children have equal rights when it comes to crying—boys cry as often as girls do. And what's interesting is that **toddlers spout tears** only when they're unhappy. They don't yet know tears of joy, which is why they may get scared at the sight of their grandparents crying with emotion during their performance at nursery school. "Young children can't mask or control their emotions, but preschoolers know how to use crying to achieve goals—for example, to encourage their parents to buy them toys. Sometimes they cry for a long time and get hysterical. If parents give in, children learn **impaired, demanding reactions**, and may have problems in social relations as adults," explained Prof. Dzwonkowska.

Around the age of six or seven, boys stop crying as often as girls do. At school and at home, they may hear that they're supposed to be tough and that tears are for girls, so if they can, they **refrain from crying**. However, this doesn't mean that they don't **shed tears** in later years. "In Europe, men cry on average once a month, and women almost three times a month. However, in Africa and Asia, these differences are not as pronounced as in the Old Continent, and in Nepal, men cry almost as much as women," say Marleen C. Becht and Ad Vingerhoets from the University of Tilburg in the Netherlands, who studied the reactions of almost 4,000 people from 31 countries around the world. According to these scientists, in countries where the belief that crying is for "the weaker sex" is still **prevalent**, men cry much less often than women. The Dutch researchers maintain that the differences in the amount men and women cry proves that crying is strongly associated with customs and culture.

Dr William H. Frey, a biochemist at a Minnesota hospital, disagrees with this theory. In his book *Crying: The Mystery of Tears*, he argues that **cultural considerations** and **upbringing account for the discrepancy** in the amount that men and women cry to only a small extent, and that the main reason for the difference is hormonal. The production of tears is **facilitated by prolactin**, a typically female hormone that's responsible for lactation and the creation of the bond between a mother and her



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newborn. Women produce 50 per cent more of it than men on average, and have larger and more active **tear ducts**, which also promotes the production of tears. Men, however, **secrete** much more testosterone, which **inhibits the release of tears**.

**Źródło: Newsweek Learning English; 3/2019**