



TARPDALYKINIS INTEGRAVIMAS

ANGLŲ KALBOS IR TEATRO INTEGRUOTA PAMOKA

(pateikė anglų kalbos mokytoja metodininkė Jolanta Liubkevič, teatro mokytojas metodininkas Gintaras Tubelis)

Integruota pamoka I-II gimnazijos klasės mokiniams

Tema

Frankenšteinas. Ištraukos etiudas

Frankenstein. A Short Performance Based on an Extract

TIKSLAS – sukurtas etiudas remiantis Mary Shelley romano „Frankenšteinas“ ištrauka. Ištraukos interpretacija.

A short play in English based on the interpretation of an extract from Mary Shelley's "Frankenstein".

GEBĖJIMAI. Gebės suprasti tekstą ir kontekstą, adaptuos jį sceninei interpretacijai ir juo remiantis sukurs etiudą. Lavins vaidybinius ir interpretacinius gebėjimus.

The students will be able to understand the text and its context, adapt the text for the stage and create a short play based on it.

ŽINIOS IR SUPRATIMAS.

1. Mokiniai, dirbdami grupėse, sukurs etiudą, paremtą skaityta ištrauka. Perskaite ištrauką mokiniai ją interpretuos ir naudos kaip etiudo scenarijaus pagrindą.

Working in groups, students will create a short play based on the passage they read. After reading the passage, students will interpret it and use it as the basis for play scripts.

2. Atsakys į klasės draugų klausimus, diskutuos ir pagrįs savo sprendimus.

They will answer the questions asked by the classmates, discuss and justify their choices.

3. Komentuos klasės draugų atliktus darbus.

They will comment and provide feedback on other works.

PASIRUOŠIMAS INTEGRUOTAI PAMOKAI

1. **Anglų kalbos pamokose**

Reading the extract, analyzing and discussing it.

2. **Teatro pamokose**

Mary Shelley istoriją apie Frankenšteiną parašyti įkvėpė tikrai gyvenęs, bet beveik nežinomas škotų mokslininkas, trečiadienį paskelbė vienas britų doktorantas.

Žurnalui „Journal of the Royal Society of Medicine“ Christopheris Gouldingas iš Niūkasio universiteto rašė, kad romane pavaizduoto monstrą sukūrusio mokslininko prototipas yra škotas Jamesas Lindas (Džeimsas Lindas) – K. Shelley vyro, poeto Percy Bysshe'o Shelley vadovas.

Pasak Ch. Gouldingo, M. Shelley susidomėjo savo vyro papasakotomis istorijomis apie J. Lindo eksperimentus. „Tuo metu mokslo disciplinų Itono koledže niekas nedėstė, o mokslu besidomintiems berniukams buvo paskiriami keli vadovai“, - rašė Ch. Gouldingas.

„Kai kurios detalės apie romano ištakas vėliau pasirodė jos įvade pataisytam 1831-ųjų leidimui, kuriame ji aprašo, kaip tyliai klausėsi savo vyro ir lordo Byrono filosofinių diskusijų“, - rašoma straipsnyje.

1736 metais gimęs gydytojas ir natūr filosofas J. Lindas labai domėjosi mokslu ir vienas pirmųjų Anglijoje demonstravo medicininius eksperimentus, kai negyvas raumuo leidžiant per jį elektros srovę, ima susitraukinėti. M. Shelley buvo vos 18 metų, kai ji 1816-aisiais lordo Byrono viloje prie Ženevos ežero parašė „Frankenšteiną“ (Frankenstein). Savo straipsnyje Ch. Gouldingas teigia, kad M. Shelley labiau domino moralinės tyrimų pasekmės, o ne mokslinės detalės.

INTEGRUOTA PAMOKA

Integruotos pamokos metu vyksta paruoštų etiudų pristatymas, komentavimas, aptarimas, įsivertinimas ir vertinimas.

Klasės draugai vertina atlikto darbo kokybę, originalumą, įtaigą.

Galutinis vertinimas susideda iš mokinių ir mokytojų suminio vertinimo.

During the integrated lesson, the prepared short plays are presented, commented, discussed, self-assessed and evaluated.

Classmates appreciate the quality, originality, and suggestiveness of the work done.

The final assessment consists of a summative assessment of students and teachers.

Extract and the questions for analysis:

It was on a dreary night of November that I beheld the accomplishment of my toils. With an anxiety that almost amounted to agony, collected the instruments of life around me, that I might infuse a spark of being into the lifeless thing that lay at my feet. It was already one in the morning; the rain pattered dismally against the panes, and my candle was nearly burnt out, when, by the glimmer of the half-extinguished light, I saw the dull yellow eye of the creature open; it breathed hard, and a convulsive motion agitated its limbs. How can I describe my emotions at this catastrophe, or how delineate the wretch whom with such infinite pains and care I had endeavoured to form? His limbs were in proportion, and I had selected his features as beautiful. Beautiful! -- Great God! His yellow skin scarcely covered the work of muscles and arteries beneath; his hair was of a lustrous black, and flowing; his teeth of a pearly whiteness; but these luxuriances only formed a more horrid contrast with his watery eyes, that seemed almost of the same colour as the dun white sockets in which they were set, his shrivelled complexion and straight black lips. The different accidents of life are not so changeable as the feelings of human nature. I had worked hard for nearly two years, for the sole purpose of infusing life into an inanimate body. For this I had deprived myself of rest and health. I had desired it with an ardour that far exceeded moderation; but now that I had finished, the beauty of the dream vanished, and breathless horror and disgust filled my heart. Unable to endure the aspect of the being I had created, I rushed out of the room, continued a long time traversing my bed chamber, unable to compose my mind to sleep. At length lassitude succeeded to the tumult I had before endured; and I threw myself on the bed in my clothes, endeavouring to seek a few moments of forgetfulness. But it was in vain; I slept, indeed, but I was disturbed by the wildest dreams. I thought I saw Elizabeth, in the bloom of health, walking in the streets of Ingolstadt. Delighted and surprised, I embraced her; but as I imprinted the first kiss on her lips, they became livid with the hue of death; her features appeared to change, and I thought that I held the corpse of my dead mother in my arms; a shroud enveloped her form, and I saw the grave-worms crawling in the folds of the flannel. I started from my sleep with horror; a cold dew covered my forehead, my teeth chattered, and every limb became convulsed: when, by the dim and yellow light of the moon, as it forced its way through the window shutters, I beheld the wretch -- the miserable monster whom I had created. He held up the curtain of the bed and his eyes, if eyes they may be called, were fixed on me. His jaws opened, and he muttered some inarticulate sounds, while a grin wrinkled his cheeks.

He might have spoken, but I did not hear; one hand was stretched out, seemingly to detain me, but I escaped, and rushed down stairs. I took refuge in the courtyard belonging to the house which I inhabited; where I remained during the rest of the night, walking up and down in the greatest agitation, listening attentively, catching and fearing each sound as if it were to announce the approach of the demoniacal corpse to which I had so miserably given life.

(extract from Mary Shelley *Frankenstein*)

Questions:

1. How is the atmosphere set? What helps us to understand that? (blue parts of the passage)
2. What does the monster look like? (purple parts of the extract)
3. How does the doctor feel? How had it changed after the monster gained life? (orange parts of the text)
4. Describe what happened after the doctor saw the monster alive (green part of the text)
5. What do you think happened next?