**Проект урока английского языка в 6 классе по теме « Расскажи историю»**

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**Коммуникативная ситуация урока:** «Почему летучая мышь спит днем».

**Цель урока:** содействовать развитию коммуникативных умений восприятия и понимания иноязычной речи на слух.

**Прогнозируемый результат:** предполагается, что к окончанию урока учащиеся смогут пересказать прослушанную и прочитанную истории.

**Задачи:**

**Образовательные:** формировать навыки говорения в рамках предложенной коммуникативной ситуации;

организовать деятельность учащихся, направленную на обучение восприятия и понимания иноязычной речи на слух;

**Развивающая:** создать условия для развития памяти, внимания и воображения;

**Воспитывающие:** расширить кругозор учащихся в рамках данной темы;

создать условия для формирования культуры взаимодействия.

**Тип урока:** комбинированный.

**Оборудование урока:** компьютер; рабочая тетрадь “Workbook-1, 6», Е.Г. Наумова; наглядный и раздаточный материал.

**Метод:** коммуникативный.

**Применяемые формы деятельности:** индивидуальная, парная, групповая.

**Ход урока**

**Организационно-мотивационный этап** (5 мин.)

Введение в атмосферу иноязычного общения. Целеполагание. Активизация ранее изученного материала.

**Цель этапа:** активизировать пройденный материал, создать условия для восприятия и усвоение нового материала.

**Задача этапа:** погрузить учащихся в языковую атмосферу, актуализировать знания и навыки, полученные на предыдущих уроках, определить цель и задачи урока, создать условия для формирования мотивации к усвоению нового учебного материала.

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| Содержание этапа | | Форма организации | Средства  образовательного  процесса |
| учитель | ученики |
| 1. Today we’re going to continue to get acquainted with myths. What do you know about them? | *Fill in the table.*  *Make up and read the sentences.* | индивидуальная | Приложение 1. |
| 2. Listen to the description. Follow in the book. Guess the animal. | *Try to guess the animal.* | индивидуальная | p.101,ex.1 SB |
| 3. What kind of story is it?  Is it a fairy-tale or a myth?  Our topic today is “Why the bat sleeps in the daytime”  We are going to learn how to tell stories. | It’s a myth. | индивидуальная |  |

**Оперативно-деятельностный (35 мин)**

**Цель этапа:** создать условия для формирования коммуникативной компетенции учащихся на основе предложенного дидактического материала австралийской легенды о летучей мыши

**Задача этапа:** совершенствовать навык говорения через восприятие речи на слух и чтение.

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| Содержание этапа | | Форма организации | Средства  образовательного  процесса |
| учитель | ученики |
| 1. Look at the picture. It describes an Australian myth. What do you think it’s about? What animals can you see?  What are the people in the picture doing?  Can you tell the story? | Discuss in pairs.  Answer the questions. | Работа в парах | p.101 ex. 2 SB |
| 2. Listen to the myth. Choose the best summary. | Listen to the myth and choose the right summary | Индивидуаль-  ная | p.101 ex.3a SB |
| 3. Who are the main characters of this Australian myth?  Repeat their names after me, please.  4. Is it easy to understand the myth?  Here are the words that will help you understand the story.  Put the words and the phrases into three groups which can be used at the beginning, in the middle and at the end of the story. | Beeral and Yindingie.  Do the exercise in writing. | Индивидуаль-  Ная  Работа в парах. | p.102  ex 4b SB |
| 4. Let’s listen to the myth again. Then answer the questions, | Listen to the myth.  Answer the questions. | Индивидуаль-  ная | p.102 ex.3b SB |
| 5. Let’s tell the story about the bat like a snow ball. Use the words and the phrases above. | Take it in turns to say one sentence each. | Paбота в группе. | p.102 ex. 4c SB |
| 6. Now I want you to get acquainted with two more myths. They are not typical myths. They are created by English children. I’ve divided them into parts and mixed them. Your task is to unite the pieces to make up stories. Read and tell them to your group mates. | Pupils go around the classroom and find the parts of the story to complete them.  Read the stories in the group. | Paбота в группax. | Приложение 2,3. |

**Оценочно-рефлексивный (10 мин)**

**Цель этапа:** осуществление контроля результата урока.

**Задача этапа:** создать условия для осознания собственного результата учебной деятельности каждого ученика на уроке и оценки уровня усвоения предложенного материала.

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| Содержание этапа | | Форма организации | Средства  образовательного  процесса |
| учитель | ученики |
| 1. Are you ready to tell us the story you have made up? | The pupils from group A tell the story to the pupils from group B. | Работа в парах. |  |
| 2. The teacher comments on the pupils’ results and estimates their quality of work at the lesson. |  | Индивидуаль-  ная |  |
| 3. Try to write your own story. Your homework is p.77, ex.2,3. | Write down their homework | Индивидуаль-  ная |  |

Приложение 1



Приложение 2

By Mrs Dalziel's Year 3 and 4 Class

Kidderminster

England

Long, long ago in the dessert lived a Tortoise. The Tortoise had a brown wrinkly body because the sun was always beating down on him, without a shell he was getting burnt!

One day Tortoise was running a race with Cheetah; he was running so fast Cheetah could not see him. Suddenly Tortoise tripped and then tumbled down a steep, rocky mountain.

Later that day at the bottom of the mountain Tortoise woke up, spinning on his back! Tortoise felt all dizzy and he had a lot of pain, he tried to get up but he couldn’t! He felt something hard and heavy on his back. He realised he had a cracked rock on his wrinkly body!

Cheetah came crashing down the mountain to see if Tortoise was ok.

Cheetah tried to help Tortoise to get up and pull the rock off his back. Tortoise screamed in pain because the rock would not come off!

Cheetah said ‘You look better with the rock and it will protect you from the sun. Let’s have another race!’

‘No thanks, I am tired’ said Tortoise as he curled up inside his rock.

So that is how the Tortoise came to have a shell and how the Cheetah became the fastest animal!

Приложение 3

Oban's Myths & Legends

How the Zebra got its Stripes

by Ginny - aged 12½

Forest City - U.S.A.

Zebras, many years ago were not black and white. They were white.

Some would say that they were a mixture between a white horse, and a donkey or mule.

People at this time were still trying to domesticate (or train) wild horses so they could show them off, and prance around on them since they were so beautiful.

Now zebras were called zebras since they were a bit different from horses, and mules. But it was very difficult to catch, and train a zebra. One day a zebra which was still very young, wondered off into the village. Many people started to stare and whisper about how they would catch it.

The zebra became alarmed, and realized what they would try to do. So he frantically began to run. People started to run inside to get a net to catch the zebra with. He ran and ran. Finally he had an idea.

He found some black paint, and tipped it out of the pot that it was in. It splattered out into little wavy lines.

So he rolled in it until his body was covered with black stripes. He did this thinking that it would make him ugly.

The people of the village finally found him, and realized what he had done to himself. They didn't think that he was pretty any more since he had black blurry stripes all over him. So they let him go.

Soon all zebras did that so that people would leave them alone.

Then gradually they didn't need too. Zebras started to be born like that except they were beautiful.