**План - конспект урока в 5 классе**

**Тема: Who is you favourite writer? (Кто твой любимый писатель?)**

**Дата проведения:**

**Урок закрепления пройденного и введения нового материала.**

**Задачи:1) закрепление употребления лексики предыдущего урока и неопределенного артикля.**

**2) развитие лексических, грамматических знаний и навыков просмотрового чтения.**

**3) воспитание иноязычной мотивации, интереса к чтению зарубежной литературы.**

**Оборудование: раздаточный материал, презентация.**

**Ход урока.**

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| **Этап** | **Деятельность учителя** | **Деятельность учащихся** |
| **I. 1. Мотивирование учебной деятельности**  **Выработка на личностно-значимом уровне внутренней готовности выполнения нормативных требований учебной деятельности.**  **Регулятивные: планирование, целеполагание;**  **личностные: смыслообразование**  **коммуникативные: общение** | **Приветствие.**  **How are you, children?**  **How do you go?**  **How do you jump?**  **How do you dance?**  **How do you learn English?**  **Please, sit down and begin our lesson.**  **On the last lesson we have spoken about English and American writers.**  **What did we do else?**  **Что нам нужно сделать сегодня?**  **Сегодня вы будете работать, в основном, в парах. Поэтому в конце**  **урока вам предстоит оценить не только свою работу, но и работу**  **товарища.**  **Who is on duty today?**  **How is our topic called?**  **Я хотела бы немного перефразировать название нашей темы.**  **Read the question.**  **Translate it. Как вы понимаете слово «оригинал», что значит**  **«читать книгу в оригинале»?**  **Translate this.**    **-Yes, I would.**  **-No, I would't.**  **What is it?**  **Who are the authors of these books?**  **We will read some pieces from these books.** | **На доске:Mood-настроение**  **-We are fine, thanks.**  **-Quickly.**  **-Highly.**  **-Merrily.**  **-With pleasure.**  **-Учили новые слова,**  **учились употреблять**  **неопределенный**  **артикль.**  **-Закрепить пройденный**  **материал**  **(P1 – P2. Рапорт дежурного)**  **The sixteenth of October**  **Буквосочетания и звуки.**    **-Who is your favourite**  **writer.**  **-Would you like to read**  **some English books**  **in original?**  **Original-оригинал.**  **-Читать книгу на языке**  **автора.**  **На доске:**  **“Alice's Andventures in Wonderland”**  **“Tom Sawyer”**  **“Jungle Book”**  **“Robinson Crusoe”**  **“Charlie and the Chocolate Factory”**  **Названия книг.**  **author-автор** |
| **II.**  **Актуализация и фиксация индивидуального затруднения в пробном действии.**  **Познавательные: умение ставить проблему, аргументировать гипотезу;**  **регулятивные: постановка учебной задачи на основе соотношений того, что усвоено и что еще неизвестно и не понятно**.  **1) Контроль домашнего задания.**  **2)Задание №1**  **3)Закрепление употребления артикля. Задание №2**  **4)Рассказ-загадка (задание №3**  **см. приложение №1)**  **5)Контроль аудирования)**  **(презентация/**  **портреты писателей)**  **(приложение №2)** | **Стр. 23, упр.1/3**  **Стр. 24, упр.2**  **Translate it into English.**  **а) правило**  **б) вставьте неопределенный артикль**  **Who is this writer?**  **a) This is Robert Burns. He is a Scottish poet. I like his poems. My favourite Scottish poet is R. Burns.**  **b) This is W. Shakespeare. He is an English writer. He is a famous English writer. I like his tragedy “Romeo and Juliet”.**  **c) My favourite American writer is Mark Twain. I like his story “Tom Sawyer”**  **d) And this is... . Yes, this is S. A. Yesenin. My favourite Russian poet is S. Yesenin. I like his poems very much.** | **Чтение «по цепочке»**  **Взаимопроверка(обмен тетрадями)**  **P1-у доски. Остальные работают в парах. Взаимопроверка.**  **Р1-Р2/устно**  **в парах**  **Читают, переводят, заполняют пропуски(артикль)**  **Р1 переводит, остальные добавляют.** |
| **III. Обучение просмотровому чтению. Контроль чтения и понимания.**  **(приложение №3)**  **Выявление места и причины затруднений.**  **Организовать анализ учащимися возникновений ситуаций и на этой основе выявить места и причины затруднений.**  **Познавательные: умение структурировать свои знания, сформировать проблему, осознанно выстроить свое высказывание;**  **Регулятивные: умение пользоваться дополнительной литературой**. | **Прочитайте отрывки из книг и попробуйте отгадать, о какой книге идет речь.**  **What is the book? (Как вы догадались? Прочитайте «ключевые» слова)**  **Who is the author?** | **В парах.**  **This book is...**  **The author is....** |
| **IV. Рефлексия**  **Оценка результатов деятельности.**  **Познавательные: умение структурировать знания, оценка процесса и результатов деятельности;**  **коммуникативные: оценка по учебной деятельности, что усвоено и что подлежит усвоению.** | **What book would you like to read in original? I would like to read “Tom Sawyer”. And you?**  **Would you like to read “Charlie and the chocolate factory”?**  **What is the mood?**  **А теперь оцените свою работу на уроке и работу товарища** | **I would like to read...**  **Взаимооценка.** |
| **V. Домашнее задание** | **Дома вы будете работать с лингво-страноведческим справочником (ЛСС). Найдите информацию о каком-либо писателе или поэте, переведите на английский язык. Можно найти фотографию или рисунок в Интернете и сделать небольшую презентацию.** | **Записывают задание в дневники.** |

**Приложение №1.**

I.великий английский поэт, известный американский писатель, мой любимый русский поэт, главный (main)герой (персонаж), известный ирландский писатель.

II. Eduard Uspensky is…. Russian writer. He is …..famous writer. Cheburashka is ……very popular character. He is not very beautiful, but very kind.

III. 1)He is … writer. He is …famous English writer. He wrote many books for children. Would you like to read “Matilda” or “Charlie and the chocolate factory”?

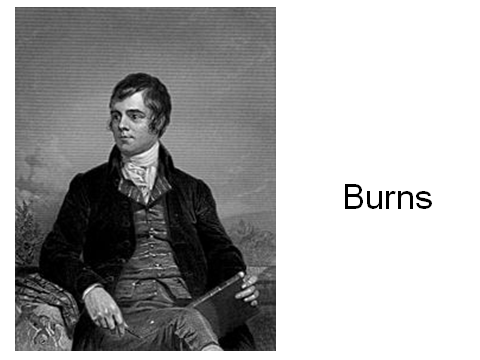
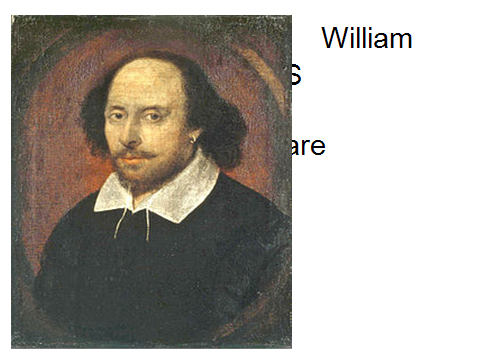
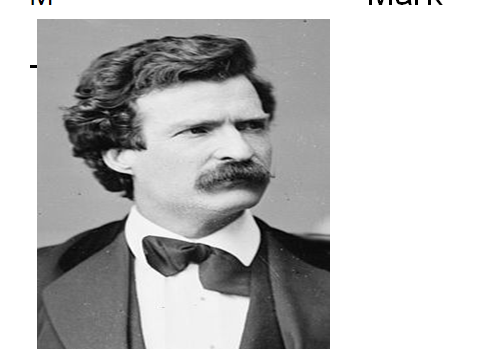
2)It is …. popular children’s writer. Children like his “Alice’s adventures in Wonderland”.

3)He is …English writer who was born in Indian. His “Jungle book” is very famous and popular.

4) It is … famous English writer. He wrote “Robinson Crusoe” when he was 60 years old.

5)He is … American children’s writer. He wrote children’s fantastic story “The wizard of Oz”.

Приложение №2

Robert Burns William Shakespeare 

Mark Twain Sergei Yesenin

**Приложение №3.**

1) Robinson sat on the shore for a long time. Then he wanted to know where he was, so he began to walk on the shore. Soon he saw that he was on an island. It was not large.

He walked in all parts of the island: he wanted to see if there were any people there or any sailors from the ship. But there were no people there and no sailors from the ship. It was evening already and Robinson wanted to sleep. He did not want to sleep in an open place, so he got into a tree and slept there.

2) Saturday. A beautiful warm morning.

“No school. But I must whitewash the fence,” thought tom when he came out into the street with a bucket of whitewash and a brush. It was a very long and very high fence.

“How terrible life is,”Tom said and began to work. He worked for some time, then sat down on a box and thought: “The boys will come soon. They will laugh at me when they see that I am working.” he put his hands in his pockets and took out the things he had there – toys, little stones, pieces of glass.

3) One hot summer day Alice and her sister Loreen sat on the grass in a field near the river. Alice did not know what to do. So she decided to pick some flowers, but it was hot and she wanted to sleep. She lay down on the grass.

Suddenly a White Rabbit ran near her. Alice heard a little voice which said:”oh, I shall be late” it was the Rabbit.”I didn't know that the rabbit could talk,” thought Alice. Then the Rabbit took a watch out of his pocket, looked at it and hurried on. Alice got up and ran after the Rabbit. She did not know that the rabbit could have a watch in its pocket.

4) Only once a year, on his birthday, did Charlie Bucket ever get to taste a bit of chocolate. The whole family saved up their money for special occasion, and when the great day arrived, Charlie was always presented with one small chocolate bar to eat all by himself. And each time he received it, on those marvellous birthday mornings, he would place it carefully in a small wooden box that he owned, and treasure it as though it were a bar of solid gold; and for the next few days, he would allow himself only to look at it, but never to touch it. Then at last, when he could stand it no longer, he would peel back a tiny bit of the paper wrapping at one corner to expose a tiny bit of chocolate, and then he would take a tiny nibble – just enough to allow the lovely sweet taste to spread out slowly over his tongue. The next day, he would take another tiny nibble, and so on, and so on. And in this way, Charlie would make his sixpenny bar of birthday chocolate last him for more then a month.

5) Shere Khan was a tiger who lived near the Waingunga River, twenty miles away. “He has no right!” Father wolf began angrily. “By the Law of the Jungle he has no right to change hi quarters without fair warning. He will frighten every head of game within ten miles; and I – I have to kill for two, these days”

“His mother did not call him Lungri (the Lame One) for nothing,” said Mother Wolf, quietly. “He has been lame in one foot from his birth. That is why he has only killed cattle. Now the villagers of the Waingunga are angry with him, and he has come here to make our villagers angry. They will scour the jungle for hom when he is far away, and we and our children must run when the grass is set alight. Indeed, we are very grateful to Share Khan!”

“Shall I tell him of your gratitude?” said Tabaqui.

“Out!” snapped Father Wolf. “Out, and hunt with thy master. Thou hast done harm enough for one night.”