

Кацуро Елена Васильевна – учитель английского языка

## **"Body art. Твоё понимание красоты". Информационные технологии на уроках английского языка**

### **Воспитательная цель урока:**

Воспитание личности учащегося на основе общечеловеческих ценностей, формирование у школьников инициативности и самостоятельности, толерантности и уважения к другим нациям и культурам, способности к успешной самореализации.

### **Развивающие цели:**

Формирование у учащихся внутренней мотивации к изучению языка и культуры, развитие у детей внимания и восприятия, слуховой памяти, мышления и воображения, способностей к аналитической деятельности.

### **Образовательная цель:**

Расширение кругозора учащихся, за счёт ознакомления с новой информацией по теме: Body art.

### **Практические цели:**

Формирование у обучающихся коммуникативной компетенции, спонтанного и подготовленного говорения, развитие творческих способностей.

### **Задачи урока:**

Тренинг учащихся в свободном говорении на иностранном языке в работе по созданию проекта по теме: Bodyart.

Развитие творческого самовыражения учащихся в презентации своего отношения к данному виду искусства и своего понимания Красоты.

### **Техническое обеспечение урока:**

Компьютер с проектором и экраном

Презентация проекта в Power Point

CD Opportunities'

Визуальный документ, проецируемый на экран (фотографии и рисунки)

Дисплей.

### **Форма урока.**

Урок-дискуссия.

### **Основные этапы урока:**

- 1) Погружение в тематику урока: Выбор темы для обсуждения.
- 2) Презентация проекта.

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3) Обсуждение проекта (Форма взаимодействия - фронтальная):

- Учитель-Ученик

- Работа в парах

- Групповая работа

Подведение итогов "Твоё понимание Красоты"

4) Questionnaire - Составление вопросника для виртуального собеседника по теме урока

Темы для обсуждения

Body Art

Body art is one of the forms of art, which is made on the human body. The meaning of this art can be revealed through pose, gestures and painting different symbols on your body. The most common forms of body art are:

tattoos

body piercing

body painting

Body art is a way of performing, in which artists use their own body to make their particular statements.

Lately body has become a subject of much broader discussions and treatments that cannot be reduced to the body art in its common sense.

Tattoos

A few words about tattoo and its history

A tattoo is a permanent marking made by inserting ink into the layers of skin to change the pigment for decorative aims or other reasons. Tattoos on a human body are a type of decorative body modification, while tattoos on animals are most commonly used for identification or branding.

Tattooing has been practiced worldwide. Tattoo appeared in ancient cultures, where people traditionally wore facial tattoos. Tattooing was widespread among Polynesian people and among certain tribal groups in the Philippines, Africa, America and Europe. Despite some taboos surrounding tattooing, the art continues to be popular in many parts of the world.

Different reasons for tattooing

People have also been tattooed for various reasons. Tattoos can mean status and rank, symbols of religious and spiritual devotion, decorations for bravery and

pledges of love, punishment and talismans. The symbolism and impact of tattoos vary in different places and cultures.

Today, people choose to be tattooed for cosmetic, sentimental reasons, and to symbolize their belonging to or identification with particular groups, including criminal gangs, but also a particular ethnic group or law-abiding subculture.

### Cosmetics

Tattoo can be used as a form of cosmetics. This tattooing includes permanent makeup, and hiding or neutralizing skin defects. Permanent makeup are tattoos that enhance eyebrows, lips, eyes usually with natural colors as the designs are intended to resemble makeup.

### Prevalence

Tattoos have experienced a growth in popularity in many parts of the world, particularly in North and South America, Japan, and Europe, because of the advertising and the high level of artists with tattoos. And also during the first decade of the 21st century, the presence of tattoos became evident within pop culture. Scientists have found that 50% of the young population of the world has a tattoo.

### Health risks

Because it requires breaking the skin barrier, tattooing may carry health risks, including infection and allergic reactions. In order to reduce such risks a professional should work with single-use items and sterilize their equipment after each use. But do remember, that nobody can give you 100% of a guarantee.

### Temporary tattoos

Temporary tattoos are popular with models and children as they insert no ink into the layers of skin, but produce a similar appearance with the use on henna, that can last anywhere from a few days to several weeks. It isn't dangerous and you have an opportunity to change tattoo whenever you want, unlike lifelong tattoos.

### Body Piercing

Body piercing is the cutting a part of the human body, creating an opening in which jewelry may be worn. Body piercing is a form of body modification. The cultural norms reflected in body piercing are various. They may include religion, spirituality, fashion or subcultural identification.

### History of body piercing

Evidence suggests that body piercing (including ear piercing) has been practiced by people all over the world from ancient times; even mummified bodies with piercings have been discovered. Nose piercing has been common in India since the sixteenth century. Ear piercing, of either one or both ears, has long been

practiced by men in many non-Western cultures. Other forms of body piercing have also existed for as long as ear piercing.

### Ear piercing

Ear piercing has existed since ancient times. However, in North America, Europe, and Australia, ear piercing was relatively rare from the 1920s until the 1960s. At that time, it regained popularity among women. It was gradually adopted by men in the hippie, punk and gangster subcultures. Today, single and multiple piercing of either or both ears is common among Western women and men.

### Body piercing

In 1973 Doug Malloy and Fakir Musafar together developed the basic techniques and equipment of modern body piercing. Malloy introduced the use of hypodermic needle; Ward developed the fixed bead ring. Ward began using his home as a private piercing studio in 1975. After some years of working, Ward opened the first body piercing studio as a commercial storefront operation in West Hollywood in 1978.

The display of body piercing by celebrities like Madonna and Axl Rose helped to grow the market for these studios' products and services. By 1997 body piercing had become mainstream in body art.

### Health risks

Body piercing is an invasive procedure and is not without risks. A new piercing will be sore, tender or red for several days up to three weeks. Complete healing normally takes several weeks or more. During this period, care must be taken to avoid infection.

### Body Painting

#### A few words about body painting and its history

Let's say a few words about body painting in general and about its history. Body painting is a form of body art, considered to be one of the most ancient forms of art. Unlike tattoo and other forms of body art, body painting is temporary, painted into the human skin, and lasts for only several hours.

Body painting appeared in ancient cultures, mainly on the territory of Australia, New Zealand, the Pacific islands and parts of Africa.

Actors and clowns around the world have painted their faces - and sometimes bodies - for centuries, and continue to do so today.

Finally, in 2006 the first gallery of body painting was opened in New Orleans.

Nevertheless today there is a constant debate about the legality of body painting as an art form.

## Body painting festivals

Let's move to body painting festivals. Today body painting is huge in both amateur and professional areas. Body painting festivals happen all over the world and bring together professional body painters as well as keen amateurs. Let's leave body painting festivals and discuss the next category in which body painting is presented- it is:

## Body painting in the commercial arena

Many artists work professionally as body painters all over the world. Their work is seen regularly in television commercials. In the same time body painters also work frequently in the film arena. Still advertising also used body painting. That brings us to the next category – face painting

## Face painting

Face painting is the application of cosmetic to a person's face.

However, from ancient times, it has been used for hunting, religious reasons, and military reasons (such as camouflage and to indicate membership in a military unit). Moreover, in 1960s during the hippie movement it was common for young women to decorate their cheeks with flowers or peace symbols at anti-war demonstrations.

There are many kinds of face painting, including:

Designs that include the emblems of favorite sports teams, cartoon characters  
Costuming designs which transform the wearer into someone/something completely different.

Popular face painting designs include:

Tiger - This design, in most cases, consists of a body of orange and yellow paint, with black stripes painted on.

Butterfly - A female design. Consisting of the body of the butterfly being painted on the nose and the wings added across the cheeks.

Cat - It could be a plain black tabby cat or a wild leopard. Either way, it usually consists of a neutral body of paint with bushy eyebrows and a muzzle.

It is common to find if someone is dressed in an animal costume.

By the way, face painting is also used in military.

## Use in military

It is common in militaries all over the world for to paint their faces in natural colors such as green, tan, and loam for camouflage purposes.

Finally, let's move to the last part of our presentation -

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Hand art

Hand art is the application of make-up or paint to a hand to make it appear like an animal or other object.

Conclusion

In conclusion, I would like to say that body art is not only a form of art, but also people do piercing and tattoo in order to draw people's attention to themselves, to reveal their inner world and to display their individuality. Body art is popular with different layers of society and the aim also differs. Nevertheless, the medal has two sides and to every plus there is a minus. And some of these "canvases" look disgusting, it does exist, and we have to admit it, that it isn't a novelty that appeared only yesterday. But we shouldn't forget that INTELEGENGE STANDS OUT.

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**"Every Medal Has Its Reverse"("У каждой медали есть обратная сторона")**

Лебедева Ирина Викторовна, учитель английского языка

Статья отнесена к разделу: Преподавание иностранных языков  
Объявление

Образовательная цель: тренировать умения и навыки работы с текстом и написания ЭССЕ.

Воспитательные цели: осуществлять нравственное воспитание, расширять кругозор.

Развивающая цель: развивать у учащихся самостоятельность мышления и познавательный интерес.

Задачи:

1. Развивать умения и навыки работы с текстом (чтение с частичным пониманием прочитанного).
2. Развивать навыки устной и письменной речи.

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3. Развивать навыки монологической речи.

Оснащение урока: “Рабочая тетрадь №2” к учебнику “Happy English” для 7-9 классов; карточки с фразами; карточки с предложениями, текст рифмовки.

Тип урока: тренировочный.

Методы обучения: объяснительно-иллюстративный, частично-поисковый и репродуктивный.

Принцип отбора методов:

учет реальных возможностей учащихся

учет возрастных особенностей учащихся

учет соответствия уровня методической подготовки учащихся

ХОД УРОКА

ОРГ. МОМЕНТ

I. Приветствие.

T. Good afternoon, my dear children!

P. Afternoon!

T. I'm glad to see you.

P. We're glad to see you, too.

T. What day is it today?

P. Today is...

T. Who is on duty today?

P. I am.

T. Who is absent today?

P. ... are (is) absent today.

T. OK. Let's begin our lesson.

II. Фонетическая зарядка.

Рифмовка: “p” If all the world were apple pie,

And all the sea were ink,

And all the trees were bread and cheese

What should we drink?

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## ОСНОВНАЯ ЧАСТЬ УРОКА

### III. Постановка целей и задач урока.

T. The topic of our lesson today is “Every Medal Has Its Reverse”. At the previous lesson we were talking about Alison`s typical day at school, her classes, tests, etc. Today, let`s talk about a typical day of a Russian boy ALEX.

p. 8 Ex. B (Рабочая Тетрадь №2 К. И. Кауфман, М. Ю. Кауфман)

T. I`ll give you 5 minutes in order to look through the text. (учащиеся работают с текстом)

#### I. Аудирование и монологическая речь.

T. OK, now I`ll pronounce some new words and phrases you should repeat after me all together.

Phrases: to spell, as for me, bad hair day, to oversleep, to pretend, own benefit...

#### II. Монологическая речь.

T. You`re good ones! Now I`ll pronounce some sentences in Russian and you should find them in the text and read aloud in English.

Школа – это важная часть нашей жизни.

Именно в школе мы пишем по буквам наше первое слово, прочитываем нашу первую книгу и узнаем, что Земля круглая.

Я проспал и, хуже того, первым уроком была математика.

Мы все любим побегать и попинать мячик, но никому не нравится стоять в воротах.

Я пропустил последний урок. Это была биология, и я не был готов к ней.

Все уроки были очень интересными и я узнал много нового.

Чтобы ни случилось, я всегда буду верить в нашу дружбу.

#### III. Диалогическая речь.

T. Let`s answer some questions to the text. I`ll begin you`ll continue, ask each other. My question is for Masha, etc.

p. 9 Ex. C. (Рабочая Тетрадь №2 К. И. Кауфман, М. Ю. Кауфман)

T. Let`s remember the topic of our lesson. Having look through the text we can see that the school for ALEX is good but sometimes bad thing. And what about you? Work in pairs. You will be playing the roles of two students. One of you hates school and the other loves it. Use the expressions. Write out them upon your view. Some of them read them aloud later.

p. 10 Ex. E (Рабочая Тетрадь №2 К. И. Кауфман, М. Ю. Кауфман)

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#### IV. Письменная речь.

T. OK. You`re good ones! Now you should write some kind of an essay. The phrases will help you.

- School is...
  - It is at school where we...
  - My worst hair day was when...
  - During the break I like...
  - I like to go to school when...
  - I think the teacher`s profession is...
  - Whatever happens,..
- ЗАКЛЮЧИТЕЛЬНАЯ ЧАСТЬ УРОКА

#### I. Домашнее задание.

T. Open your diaries and write down your homework.

#### II. Конец урока.

T. The lesson is over! Thank you for the lesson! Good bye.

P. Bye-bye.

T. See at the next time!

P. See you!

Комментарии к уроку.

Возраст учащихся: 14 -15 лет.

Год обучения: четвертый, первое полугодие.

Обязательно понимание речи учителя на английском языке.

Сокращения: “Т.” - Teacher – Учитель.

“Р.” - Pupil – Ученик.

Рекомендации к уроку:

Наибольший учебно – воспитательный эффект достигается при комплексном использовании различных средств обучения и при условии, что

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занятие длится 40 минут. Рекомендуемая наполняемость групп не более 13 - 14 учащихся.

Вместе с тем важно правильно представлять себе особенности детей данного возраста (14-15 лет). Учёт особенностей возраста – это отправная точка для конструирования данного урока.

Повторение материала организовано так, чтобы развивать способности детей: обобщать, анализировать, моделировать, абстрагировать.

Схемы – модели, которые служат для введения лексического материала, для его повторения, закрепления усвоенных речев

Grammar Puzzels

Роптанова Людмила Федоровна, научный сотрудник  
Семикина Валентина Владимировна, заведующая

Статья отнесена к разделу: Преподавание иностранных языков  
Объявление

Grammar Puzzels

Young learners demand very creative approach to the choice of teaching techniques.

As far as grammar is concerned, a child is able to reproduce complex grammatical structures as cliches without realizing the relationship of their elements. When asked to produce his own utterance, he will be at a loss and will not say any foreign word.

Teaching English to young learners has been practising in Nursery school № 223 in Ulyanovsk since 1993. The curriculum for a three year course of English has been worked out. It includes acquisition of elementary communicative habits and skills and some cross cultural information. The curriculum was published in two parts of “Английский язык в массовых дошкольных учреждениях” Ulyanovsk 2000, 2001

But the time allotted to special classes of English turns out not to be enough for proper acquisition . For 5 year-old special classes last 15 minutes twice a week. For 6 and 7 year-olds, they last 20 minutes twice a week to avoid the children’s overwork.

We try to make use of every opportunity to practice English grammar. Grammar puzzles help us to acquire the rigid word order of the English sentence. We play with them in classes and during spare time.

First we introduce our children to the character Mr. Spom who demands absolute order in sentences. This is the exact representation of the word order in the

English affirmative sentences: the adverbial modifier + the subject + the predicate + the object, the adverbial modifier.

Then we practice our grammar puzzles that give our children an experience in constructing and transforming the sentences. They study to do the following:

to keep the order of the elements in English affirmative sentences in the Present Simple and Future Simple Tenses;

to ask a question after changing the places of the subject and the predicate expressed by the forms of the verb to be in the Present Simple (Foxes are blue. Are foxes blue?);

to ask a question after adding modal verbs “can, may” or the auxiliaries “do, does, shall, will”. (Can you hop? Do you live ...? );

to ask a question after changing the form of the verbs “to be, to have got” in the Present simple according to the concord (He is five. Are you five?);

Grammar puzzles have jigsaw ends that are to fit each other. All grammatical elements that may be used in both interrogative and affirmative sentences are made in two different formats Concrete nouns, verbs, adjectives are represented by “pictures or signs. The auxiliary verbs, the verbs “to be, to have got”, personal pronouns in the nominative and objective cases, the articles, the demonstrative pronoun “this” are given by letters but sometimes we hint at the emotions expressed by the above-mentioned parts of the sentence.

Grammar puzzles are used for mail communication with characters because all forms of teaching young learners are looked upon as acts of communication. Our children either sound letters from foreign characters Winnie the Pooh, Mickey Mouse, Minni Mouse, Barbie, Donald Duck or construct letters to them.

It is fun for them to play grammar puzzles. Try that teaching technique and your pupils not only in the nursery schools but also in the primary schools find it easy to keep the rigid word order of the English sentence.

Study the following pictures:

Mass Media

Юнёва Светлана Анатольевна, учитель английского языка

Статья отнесена к разделу: Преподавание иностранных языков  
Объявление

Цели урока:

Практические: формирование практических умений в чтении, письме и говорении.

Образовательные: учить правильно употреблять языковые средства, строить фразы, повышать общую культуру выражения мысли.

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Развивающие: развивать мышление, память, логику, воображение, самостоятельность.

Воспитательные: формировать мотивацию к изучению иностранного языка.

Оборудование: варианты заданий, карточки с картинками, кроссворд.

Ход урока

Начало урока: приветствие, сообщение темы урока.

Teacher: Good morning, students!

It is no wonder that the 21st century is regarded as information age. The mass media actually rule the world and play a very important part in our lives. Newspapers, radio, TV and the Internet inform us of what is going on in the world and give us wonderful possibilities for education and entertainment. But how do you understand the word “mass media”?

Student: The mass media include all the people and organizations that provide information and news for the public. The mass media can be print and electronic.

Teacher: Right you are. And now let’s read the text about the mass media and then we are going to do some exercises. But before reading the text let’s read some active words and word combinations:

news-stand – газетный киоск

background information – “закулисная информация”

natural disasters – природные катастрофы

celebrity – знаменитость

intimate – личный

unreliable – ненадёжный

documentary – документальный фильм

feature film – художественный фильм

violence – насилие

to dull – притуплять

sensitivity – чувствительность

catastrophe – катастрофа

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TV addict – теленаркоман

to hook – цеплять крючком, зд. делать зависимым

disabled people – люди, потерявшие трудоспособность

Mass Media.

Newspapers are especially important nowadays and we can't imagine our life without them. There are dozens of them on every news-stand. There are newspapers for professionals, for businessmen, for children and teenagers, for men and women, for sports fans, for those who are interested in gardening, fishing, hunting, for those who keep pets and so on. Some newspapers publish serious articles on politics, economy and finance, some aim to entertain their readers. Many newspapers express certain political opinion and people choose them according to their own political beliefs. In short, you can always find a paper which suits your interests. The advantage of all the newspapers is that they usually provide us with extra detail, comment and background information. But it is bad that very often newspapers are full of dramatic events about natural disasters, plane crashes, murders and robberies. Having read such articles, you feel depressed and it seems that the world is being ruined. One more disadvantage is that newspapers are full of gossip about different celebrities and their private lives. There are also a lot of photos of them in their most intimate moments. I think it shouldn't be allowed, besides half of this information is unreliable.

The main source of news for millions of people is television. With its help we can see everything with our own eyes. It is the window on the world which gives us an opportunity to "travel" all over the world. TV gives us food for thought, introduces us to new ideas and activities. It has the power to educate and broaden our minds. It helps us to relax after a hard day's work and to escape from reality. There is always a great variety of programmes on TV: news and sport programmes, talk shows and TV games, documentaries and feature films, concerts and theatre performances. But nowadays there is a lot of violence on TV. As George Mikes once said, TV teaches us "how to kill, to rob, to shoot and to poison." We watch hits where people are killed before our very eyes. It dulls our sensitivity and when we learn about one more tragedy or catastrophe, we perceive it as something quite natural, just like an everyday affair. Some people become TV addicts and they won't give up TV for anything in the world. Nowadays some children are so addicted to TV that they are not interested in anything else: they don't read books, communicate with adults and other children, they move less, speak less and they even think less. Though there are a lot of excellent educational programmes for children and programmes designed for schools. They help children to extend their knowledge, expose them to different people and places and to develop their imagination.

Many people prefer the radio. It is good to listen to it in the car, or in the open air, or when you do something about the house.

The Internet has recently become another important source of information. It is regarded as the latest addiction to trap thousands of people which has been blamed for broken relationships, job losses, financial ruin and even suicide. Psychologists

now recognize Internet Addiction Syndrome (IAS) as a new illness that could cause serious problems and ruin many lives. Many users spend up to 40 hours a week on the Internet. Some of the addicts are teenagers who are already hooked on computer games.

Exercise №1.

Read the following sentences and circle TRUE or FALSE:1) You will hardly find a newspaper which suits your interests.

2) The advantage of all the newspapers is that they are full of gossip about different celebrities and their private lives.

3) Television helps us to relax after a hard day's work and to escape from reality.

4) Some people become TV addicts and they won't give up TV for anything in the world.

5) Thanks to television children become more active and creative.

6) Programmes about violence make people more sensitive.

7) The Internet is regarded as the latest addiction to trap thousands of people.

8) Some of the addicts are disabled people who are already hooked on computer games.

Exercise № 2.

Complete each sentence with the most appropriate word from the box. disadvantage, sensitivity, imagination, to dull, to provide, violence, disaster, celebrity, disabled, hooked, intimate, to educate, catastrophe, to communicate

We need to ..... people so that they understand the importance of a good, healthy diet. (educate)

You don't have to use your ..... when you're watching television. (imagination)

He's a national ..... (celebrity)

She has always shown a ..... to audience needs and tastes. (sensitivity)

My fear and anxiety ..... my mind. (dull)

She's on ..... terms with people in government. (intimate)

There is too much brutality and ..... on TV these days. (violence)

Her son is ..... and she has to take care of him all the time. (disabled)

Your main ..... is your lack of job experience. (disadvantage)

Some parents who are concerned about computer games believe their children are ..... (hooked)

The money will be used to ..... the school with new computer equipment. (provide)

Now that we live in different cities, we ..... by e-mail. (communicate)

Exercise № 3.

Complete the crossword using the words from the text.

Across.

1. A sudden event such as a flood, storm, or accident which causes great damage or suffering (disaster)

2. A terrible event in which there is a lot of destruction, suffering, or death (catastrophe)

3. A film or television or a radio programme that gives detailed information about a particular subject (documentary)

4. A computer system that allows millions of computer users around the world to exchange information (Internet)

5. Facts or details that tell you something about a situation, person, event etc (information)

6. Something that happens, especially something important, interesting or unusual (event)

Down.

7. The information, skills, and understanding that you have gained through learning or experience (knowledge)

8. The ability to form pictures or ideas in your mind (imagination)

9. Behaviour that is intended to hurt other people physically (violence)

10. Something that you watch on television or listen to on the radio (programme)

11. A piece of electronic equipment shaped like a box with a screen, on which you can watch programmes (television)

12. A programme on television or on the radio or a performance for the public, especially one that includes singing, dancing, or jokes (show)

Exercise 4. Comment on the following pictures using the words in brackets.

(to spend up to 10 hours a day on the Internet; to be addicted; to visit different sites; to be glued to the screen)

(to switch to another channel; a TV-addict; to relax after a hard day's work; to watch news, sport programs, talk shows, TV games, documentaries, feature films, etc.; not to give up TV for anything in the world)

(to listen to the radio; loud music; the latest news; some useful and interesting information)

(to be full of gossip; background information; articles about natural disasters, plane crashes, murders and robberies; unreliable information; to feel depressed)

MTV contest

Кудрявцева Инна Михайловна, учитель английского языка

Статья отнесена к разделу: Преподавание иностранных языков,  
Внеклассная работа  
Объявление

MTV CONTEST

Music invasion

During a week teams get one question every day. They should answer them by the beginning of the game.

Questions:

1. What song contains more words that are not repeated: "Satisfaction" by Benny Benassi or "Hello, goodbye" by Beatles.

Key: "Hello, goodbye" by Beatles (20 words), "Satisfaction" by Benny Benassi (12 words)

2. Make the list of the most famous singers and groups of Great Britain, Germany and France (this list should be organized in 3 columns) The longer the list you'll make, the more points you'll get.

3. In Titeln welcher englischen, französischen, deutschen Songs sind Modalverben gebraucht?

4. ONE, TWO, THREE, FOUR, FIVE, SIX, SEVEN, EIGHT, NINE, OUT!

Everybody waits for the light

Scared? – don't be scared!

The sun shines on my eyes

And the sun will keep on shining tonight

As the world counts to ten

[ONE]

Here comes the Sun

[TWO]

Here comes the Sun

[THREE]

It is the brightest star of all

[FOUR]

Here comes the Sun

Guess what song has been translated into English. The original one is not Russian, of course.

Key: Rammstein "Sonne"

5. Cette chanteuse est connue en gagnant le concours "La fabrique des vedettes". Elle a pris part au concert avec le groupe "Corni".

Key: A-lizee

Final game

1. Warming-up activity.

Name as many foreign songs containing names as possible.

2. Guess the singer.

Students listen to 7 pieces of music and should guess the singer or music band; if they know the exact name of the song they get an additional point.

Keys:

1. Britney Spears "Overprotected"

2. Enrique Iglesias "Escape"

3. Darren Hayes “Insatiable”
4. Marlyn Manson “Tainted love”
5. Eminem “My name is”
6. Madonna “Music”
7. HIM “The funeral of hearts”
3. Put lyrics in order.

Teams get lyrics of the song “In the shadow” by Rasmus and while listening to the song should put them in order.

No sleep, no sleep until I’m done with finding the answer. 3

Won’t stop, won’t stop before I find a cure for this cancer. 6

Sometimes I feel like going down and so disconnected. 12

Somehow I know that I’m haunted to be wanted. 2

I’ve been watching, I’ve been waiting, 1

In the shadows, for my time. 11

I’ve been searching, I’ve been living, 4

For tomorrows, all my life. 10

They say ... that I must learn to kill before I can feel safe. 5

But I ... I’d rather kill myself than turn into their slave. 9

Sometimes I feel like I should go and play with the thunder. 7

Somehow I just don’t wanna stay and wait for a wonder. 8

Key: 3; 6; 12; 2; 1; 11; 4; 10; 5; 9; 7; 8

4. Match the singer and the song.

Teams get mixed papers with the names of the songs and the singers. The task is to do matching while listening to these pieces of music. 1. Evanescence h) “Bring me to life”

2. Busta Rhymes and Mariah Carey a) “I know what you want”
3. Jennifer Lopez d) “I’m glad”
4. Panjabi MC g) “Jogi”
5. Muse b) “Time is running out”

6. Patrick Fleuri c) “Le Temps Des Cathedrales”
7. Modern Talking f) “ Ready for the victory”
8. Lara e) “Plus vite que jamais”

Key: 1h; 2a; 3d; 4g; 5b; 6c; 7f; 8e.

#### 5. Translation.

Teams get lyrics of songs “Family portrait” by Pink and “Since you’ve been gone” by Evergreen and should give literal translation, while the music is playing in the background. Each team gets a part of the song.

Family portrait by PINK

Momma please stop cryin, I can't stand the sound

Your pain is painful and its tearin' me down

I hear glasses breakin as I sit up in my bed

I told dad you didn't mean those nasty things you  
said

You fight about money, bout me and my brother

And this I come home to, this is my shelter

It ain't easy growin up in World War III

Never knowin what love could be, you'll see

I don't want love to destroy me like it has done  
my family

Can we work it out? Can we be a family?

I promise I'll be better, Mommy I'll do anything

Can we work it out? Can we be a family?

I promise I'll be better, Daddy please don't leave

Daddy please stop yellin, I can't stand the sound

Make mama stop cryin, cuz I need you around

My mama she loves you, no matter what she says its true

I know that she hurts you, but remember I love you, too

I ran away today, ran from the noise, ran away

Don't wanna go back to that place, but don't have no choice, no way

It ain't easy growin up in World War III

Never knowin what love could be, well I've seen

I don't want love to destroy me like it did my family  
Nevergreen "Since you've been gone"

Search and you will find there is no reason

I can't convince myself to let you go

I never promised you it would be easy

It seems to me that nothing's fair in love

Chorus:

Since you've been gone

Baby you've been on my mind

Since you've been gone, how can I go on

Since you've been out of my life

Baby since you've been gone

I guess that I should be alright

Since you've been gone, how can I go on

Since you've been out of my life

I'm not so sure this is the right decision

I still believe that we can find a way

Girl why can't you see how much I miss you

I'd wish you would come back to me and stay

[Chorus]

Since you've been gone

I can do what I want

I can go anywhere

Because now nobody cares

Since you've been gone

I can hear all the songs on "kill 'em all"

But I feel so alone

All I want is to turn you around back home

6. Home task.

Teams act out the songs they've chosen.

7. Do you know these music videos?

Students watch music videos and guess the singer, if they know the exact name of the song they get an additional point.

Key:

1. Madonna "What it feels like for a girl"

2. Rammstein "Du hast"

3. Guano Apes "Lords of the boards"

4. Gorillaz "Clint Eastwood"

5. U2 "Beautiful day"

6. Linkin Park "Crawling"

7. McGregor/Kidman "Come what may"

8. What is the song topic?

Listen to 5 songs and find out the main topic, that you should express by one word.

1. Elton John "Sorry seems to be the hardest word"

2. No doubt "It's my life"

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3. Modern Talking “Summer in December”

4. Headaway “What is love”

5. Britney Spears, Madonna “Me against the music”

6. Rammstein “Mutter”

7. Schneider “Telefonmann”

Key: 1. apology; 2. life; 3. loneliness; 4. love; 5. music; 6. Mutter; 7. Telefonmann

Much ado about one fairy tale

Кузнецова Татьяна Александровна, учитель английского языка

Статья отнесена к разделу: Преподавание иностранных языков  
Объявление

Much ado about one fairy tale

“It is books that are the key to the wide world, if you can’t do anything else, read all that you can” (Jane Hamilton)

You have certainly read a famous fairy tale about Little Red Riding Hood and the Wolf. It is known to every child all over the world in different interpretations from Grimms’ brothers to modern variation by Roald Dahl.

Why use fairy tales in class:

The plot is known to everyone

Usually it is finished with happy end

The characters are simple

It is easy to retell

Here are some activities to do with students exploring fairy tale:

Activity 1.

Introduce one of the famous writer Roald Dahl.

Name: Roald Dahl.

Place and date of birth : Cardiff, 13 September 1916, died 1990.

Favourite book: Mr. Midshipman Easyby Federick Marryat.

Favourite TV programme : The News.

Favourite music : Beethoven.

Roald Dahl has written:

Boy

Going Solo

Matilda

The Twits

Charlie and the Chocolate Factory

The BFG

Revolting Rhymes and many other things.

Activity 2.

Read the fairy tale by Roald Dahl. Cut out the last paragraph and ask the students to predict the end of the story, and then give the students the real ending.

#### LITTLE RED RIDING HOOD AND THE WOLF

As soon as wolf began to feel

That he would like a decent meal,

He went and knocked Grandma's door.

When Grandma opened, she saw

The sharp white teeth, the horrid grin,

And Wolfe said "May I come in?"

Poor Grandma was terrified,

"He's going to eat me up!" she cried.

And she was absolutely right.

He ate her up in one big bite.

But Grandmamma was small and tough,

And Wolfe wailed, "That's not enough!

I haven't yet begun to feel

That I have had a decent meal!"

He ran around the kitchen yelping,

"I've got to have another helping!"

Then added with a frightful leer,

"I am therefore going to wait right here

"Till Little Miss Red Riding Hood

Comes home from walking in the wood"

He quickly put on Grandma's clothes,

(Of course he hadn't eaten those.)

He dressed himself in coat and hat.

He puts on shoes and after that

He even brushed and curled his hair,

Then sat himself in Grandma's chair.

In came the little girl in red.

She stopped. She stared. And then she sat.

What great big ears you have Grandma.

All the better to hear you with, the Wolf replied.

What great big eyes you have, Grandma,

Said Little Red Riding Hood.

All the better to see you with, the Wolf replied.

He sat there watching her and smiled.

He thought, I am going to eat this child.

Compared with her old Grandmamma

Кацуро Елена Васильевна – учитель английского языка

She's going to taste like caviar.

Then Little Red Riding Hood said, "But Grandmamma,

What a lovely great furry coat you have on".

"That's wrong! " cried Wolf." Have you forgot

To tell me what BIG TEETH I've got?

Ah, well, no matter what you say,

"I am going to eat you anyway"

The small girl smiles. One eyelid flickers.

She whips a pistol from her knickers.

She aims it on the creature's head

And bang, bang, bang, she shoots him dead.

A few weeks later, in the wood,

I came across Miss Riding Hood.

But what a change! No cloak of red,

No silly hood upon her head.

She said "Hello, and do please note

"My lovely furry WOLFSKIN COAT"

Activity 3.

Ask the students to compare it with the traditional tale they know.

Activity 4.

You can look at the tale from language point of view.

a. Ask your students to write as many adjectives as they can describe Little Red Riding Hood and the Wolf.

For example: beautiful, good-looking, graceful, pretty, tall, short, careful, hard-working, aggressive, careless, practical, stupid, loyal, naive, friendly, confident, stubborn, trusting, clumsy, intelligent etc. If the group is advanced you can ask to divide the adjectives into groups and categories.

b. Match the adjective with their opposite.

tall ugly

weak mean

young big

fat small

beautiful short

strong thin

generous old

c. Ask your students to describe the characters using as many adjectives as they can.

Activity 5.

False fairy Tale.

You give false sentence and the students have to correct them.

1. Little Red Riding Hood lived with her mother, father, and brother in a big city.

2. She went to visit her grandparents who lived in the village in two storied house.

3. She took a big suitcase with lots of presents.

4. She walked for a couple of hours when she stopped to eat a hamburger.

5. She met a lot of animals in the forest.

6. Mr Fox wanted to eat her.

7. Little Red Riding Hood came to grandmother's house and killed the wolf.

8. They lived happily Mr. Fox, Grandmother and the girl.

Activity 6.

You can ask the students to write the story in different genres, for example:

Detective story

Diary

Mystery

Letter

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Report  
Newspaper article etc.

You can use sample materials:

Little Red Riding Hood Diary.

Morning. I woke up early in the morning though I had planned to sleep until midday because it was Sunday. I had planned to mix with my friends and go to disco but... my mum asked to go to my sick grandma. Sometimes it is good to have a lot of relatives but it's boring when they are sick.

Afternoon. I took a bag full of some delicious food and of course my mobile phone to be in contact with my mum and walkman to listen to music on the way

Awful. No transport. I know the shortest way through the forest but I am not allowed to go through because a terrible Wolf lived there.

Newspaper report. Forest News #3. 2005.

A terrible accident occurred in our forest One of the leaders of the wolves" pack was found dead and unskinned. The suspect is Little Red Riding Hood who was seen in wolf skin coat yesterday. The police offer a reward of 1000 pounds for any helpful information.

A letter of complain.

Dear Sir,

I am writing to you to complain about the problem of destructing of wolves in our forest.

As a Green Peace member I am very worried that the population of wolves is going down.

I think the problem lies in bad upbringing of the younger generation. The girl named Little Red Riding Hood killed one of the respectable members of our community and made a fur coat out of him.

I declare, it is not a point of hunting but a point of killing the animals.

You should take some steps to save the animals in our forest.

Sincerely yours,

Green Peace Member Small Bad Wolf.

If you want to know more about Roald Dahl and his writings you can find information in the following web-sites:

Кацуро Елена Васильевна – учитель английского языка

<http://www.roalddahl.com>

<http://bbc.co.uk/arts/books/author/dahl/>

<http://www.cupola.com>

Project "Canada and the USA"

Синягина Людмила Анатольевна

Статья отнесена к разделу: Преподавание иностранных языков  
Объявление

Objectives:

developing skills and habits of oral speech;

identifying information on the map;

using maps to locate information;

widening pupils' outlook on different topics connecting with Canada.

Stages.

I. Teacher's words. Our group is large. There are 12 on the list. All members of our group are attractive and hardworking. I think we should create a friendly atmosphere and give a floor to our guests. The motto of our project work is 'Glimpses of the USA and Canada'. Language and man are inseparable. Language doesn't exist outside man and man as Homo sapiens does not exist outside language. So, man can not be studied outside language and vice versa. Language reflects the world around us – through man and for man, language likewise reflects the culture created by man, hands it down from generation to generation, from father to son. Language is a cultural tool: it forms man, determines the behavior, way of life, outlook, mentality, national character and ideology.

II. You have been working on your projects for a month (couple of weeks). It's time to defend your projects. Now it's your turn to speak. Who will start?

III. Projects. Students speak using their chats, tables and maps.

P1: The English language is used for discovering new facts about Canada and other English-speaking countries.

P2: The history of Canada is a history of multiracial society. The white majority interact with blacks and Native Indians. This is a country of immigrants. The problem of communication between various ethnic groups has always been urgent. Living in one community people influence each other, that's why the language is being changed as well.

P3: Canadian English is much more similar to American English than to the English spoken in England. The role of the French language and culture in the province of Quebec and in Canada as a whole has been an issue of many conflicts. In the 1970s French was proclaimed the language of government and business. After long debates French and English are official languages.

IV. T: We have learnt interesting facts about Canada. By the way you have got knowledge about the USA. Will you answer my questions? What makes Canada and the USA similar and different at the same time?

English is spoken

A lot of immigrants live in both countries

They are developed countries

Are washed by ....

Canada has two official languages

Forms of Government is different: Canada is a Constitutional Monarchy and the USA is a Federal Republic

Both countries occupy an area about 10mln sq km

In Canada Head of State is Queen of Britain

In the USA Head of State and Government is President

Great lakes are on the border between these two countries

T: Right you are. Your home-task was to make an advertisement about Great lakes. How many lakes are there in this district? Can you name them? Will you please show your work? We shall show the advertisement to our guests and invite them to visit this picturesque place.

V. T: Let's play a bit. Show your geography smart. For every right answer you will get this card. To be a winner, try to get as many as you can.

1. Can you name famous Canadians? (Alexander Graham Bell invented the telephone in Ontario. Pamela Anderson was born in Canada).

2. What are Canada's official colours? (blue and red, gold and red, white and red).

3. How many states do Canada and the USA border on in the south? (12).

4. What summer festivals in Canada do you know? (The summer music festivals of Stratford (ONTARIO)).

5. What are educational and cultural institutions in Vancouver? (The University of British Columbia, Civic Art Gallery).

6. What kind of state is Canada? (Canada is a federal state and a member of the Commonwealth).

7. What language is the main in Montreal? (French).

8. What education does Canada provide? (Free education from elementary through to secondary school).

9. How many time zones are there in Canada? (6).

10. Who wrote the most Canadian book ever written? (Humorist Stephen Leacock 'Sketches of a Little Town.')

VI. T: This work was new for you. You worked a lot searching information in the Internet and libraries. Could you express your opinions? Say if it was difficult, interesting, boring or thrilling. What is unique about this kind of work?

Students express their opinions (рефлексия).

P1: It's time when we not only learn grammar rules and words by heart. We realize that the English language is the way of learning new things. P2: I'm glad that the English language helps me to get acquainted with culture, history, every day life of other people. It's clear enough that English is not only a lesson but life.

P3: At the same time it's the only lesson where we can discuss different topics: problems of youth and women, ecological problems, etc. We express attitude towards modern music and High Technologies.

P4: Working on this project we had to re-cast amount of information, make resume, different tables, schemes.

P5: If we didn't know English quite well, we wouldn't be able to work in the Internet. While preparing this project we used not only the knowledge of the English language but also skills and experience in the fields of sociology and statistics, worked on the computer and in the library.

Ps:....

T: This work has helped us to gain a better understanding of Canada. It stimulates cross-cultural approach to Canadian studies. Let me quote the words by Julia Kurasovskaya, Moscow State University. 'Sometimes people from different cultures behave differently in similar situations. These are the cases of cultural misunderstanding. Cultural differences occur on different levels. Trying to compare Russians and Americans, we will first glance at cultural differences which are on the surface. These are differences in their communicative styles and in their everyday behavior. English is one language and different cultures'. I fully agree with Kurasovskaya. Thanks a lot for your work. I wish it were not the last project. We'll try to take part in collaborative projects which invite students from around the world to compare different things.

"Shakespeare's Hour"

Романова Светлана Алексеевна, учитель английского языка

Кацуро Елена Васильевна – учитель английского языка

Статья отнесена к разделу: Преподавание иностранных языков  
Объявление

Цели:

Практические:

Тренировать учащихся в устной речи;

Развивать навыки аудирования.

Развивающие: ознакомить учащихся с жизнью и творчеством Вильяма Шекспира.

Воспитательные: воспитывать у учащихся любовь к английской литературе.

“He was not of an age, but for all time”. (Ben Jonson)

1 уч:

My love is strengthened though more weak in seeming  
I love not less, the show appear,  
That love is merchandized who's rich esteeming  
The owner's tongue doth public everywhere.

2 уч:

Люблю сильней - хотя слабее с виду,  
Люблю щедрей - хоть говорю скупей,  
Любви своей наносим мы обиду,  
Когда кричим на все лады о ней.

Любовь моя цвела весенним цветом  
И пел тогда я в сотнях нежных строк  
Как соловей, чьи трели льются летом  
И умолкают, лишь наступит срок

Не потому, что лето оскудело  
Что ночь не так прекрасна и чиста -  
Но песни отовсюду зазвенели,  
А, став обычной, гибнет красота.

И я на губы наложил печать -  
Тебе не буду песней докучать.

3 уч:

Two loves I have at comfort and despair  
Which like two spirits do suggest me still?  
The better angel is a man right fair

The worse spirit a woman color's ill.

1 вед:

Dear friends, I'm very glad to see you here, on the board of our ship "Hope". Today we make a voyage to a small English town Stratford-on-Avon. There are no mountains there, but there are beautiful woods, green fields and a quiet river-the Avon. What is this small old town famous for? Stratford-on-Avon is the birth place of William Shakespeare. As you know he is the greatest English poet and playwright. He was born on the 23-d of April, 1564. His father was a well-to-do merchant. There were 8 children in their family. William was the third child. He went to the grammar school in Stratford but he was educated more by the people and nature about him than by teaching at school. When William was only 18, he married Anna Hathaway. Three years later the young Shakespeare, who already had 3 children, went to London because he wanted to be an actor. His dream became true. He worked as an actor. But his friends and he did not have their own theatre that is why they built a theatre and called it "Globe". There was a sign on its main door: "All the world is a stage."

4 уч:

All the world's a stage  
And all the men and women merely players.  
They have their exits and their entrances,  
And one man in his time plays many parts.  
His acts being seven ages.

At first the infant  
Merling and puling in the nurse's arms  
And then the whining school-boy with his satchal  
And shining morning face creeping like snail  
Unwillingly to school.

5 уч:

And then the lover,  
Shining like furnace with woeful ballade  
Made to his mistress's eyebrow.  
Last scene of all  
That ends this strange eventful history  
Is second childishness and mere oblivion  
Sands teeth, sands eyes, sands taste, sands everything.

6 уч:

Весь мир - театр  
В нем женщины, мужчины - все актеры.  
У них свои есть выходы, уходы  
И каждый не одну играет роль.  
Семь действий в пьесе той.

Сперва, младенец,

Ревущий горько на руках у мамки,  
Потом плаксивый школьник с книжной сумкой,  
С лицом румяным, нехотя, улиткой,  
Ползущий в школу. А затем любовник,  
Вздыхающий, как печь, с балладой грустной  
в честь брови милой...

А последний акт -  
Конец всей этой странной, сложной пьесы,  
Второе детство, полузабытье  
Без глаз, без чувств, без вкуса, без всего.

2 вед:

William Shakespeare became famous not as an actor, but as a writer of plays. He wrote 37 plays. Among them are "Hamlet", "King Lear", "Othello", "Anthony and Cleopatra", "Twelfth Night", "Romeo and Juliet".

My love is warmer than the warmest sunshine,  
Softer than a sign.  
My love is deeper than the deepest ocean,  
Wider than the sky.  
My love is brighter than the brightest star  
that shines every night above.  
And there is nothing in this world that can ever  
change my love.

1 вед:

"Romeo and Juliet" - this wonderful love story is about two lovers, Romeo and Juliet. Unfortunately, they died, but they didn't stop loving each other. They stayed young forever. (Звучит мелодия под названием "Тема любви" Нино Рота в переложении Г. Фиртича)

7 уч:

Shall I compare thee to a summer's day?  
Thou art lovelier and more temperate:  
Rough winds do shake the darling buds of May,  
And summer's lease hath all too short a date,  
Sometime too hot the eye of heaven shines,  
And often is his gold complexion dimmed,  
And every fair from fair sometime declines.  
By chance or nature's changing course untrimmed  
But thy eternal summer shall not fade  
Nor lose possession of that fair thou ow'st,  
Nor shall Death brag thou wand rest in his shade  
When in eternal lines to time thou grow'st.

Кацуро Елена Васильевна – учитель английского языка

So long as men can breathe or eyes can see,  
So long lives this, and this gives life to thee.

8 уч:

Я с летним днем сравнить тебя готов,  
Но он не столь безоблачен и кроток.  
Холодный ветер, не щадит цветов,  
И жизни летней слишком срок короток -

То солнце нас палящим зноем жжет,  
То лик его скрывается за тучей...  
Прекрасное, как чудный сон пройдет,  
Коль повелит природа или случай.

Но никогда не сможет умереть  
Твоей красы пленительное лето,  
Не сможет смерть твои черты стереть  
Из памяти забывчивого света.  
Покуда кровь кипит в людских сердцах,  
Ты не умрешь в моих живых стихах.

1 вед.

It is interesting to note that almost all plots of Shakespeare's plays were not original. He took them from the works of other authors. At that time the audience was rather ignorant and the playwrights tried to attract it to the world literature through their plays. Shakespeare took his plots from history, old legends, novels and poems; he also used Plutarch's "Historical Portraits". The plot of "Othello" and "Twelfth Night" was taken from Italian novels and those of "Hamlet" and "King Lear" - from early English authors. But every borrowed plot began to live a new life in his plays.

2 вед:

Shakespeare wrote 2 long poems and 154 sonnets. They show his extraordinary powers of expression and his depth of emotional understanding.

Take all my loves, my love, yea, take them all;  
What hast thou then more than thou hadst before?  
No love, my love, that thou mayst true love call,  
All mine was thine, before thou hadst this more.  
I do forgive thy robbery, gentle thief  
Although thou steel thee all my poetry.

1 уч:

Бери ее хоть всю, мою любовь!  
Что нового приобретешь ты с нею?  
Твоим я был, твоим я буду вновь,  
И нет любви, моей любви вернее.

Я все тебе прощаю, милый вор,  
Хотя меня ты грабишь без стеснения:  
Ведь горше нам снести любви укор,  
Чем ненависти злые оскорбления.

О, ты, что можешь зло облечь красой,  
Убей меня, но не казни враждой.

1 вед.

Shakespeare's works have had a great influence on English and many familiar sayings and quotations come from his works, many of his expressions have become part of the language.

"Something is rotten in the State of Denmark".

"To be or not to be".

"Lord, what fools these mortals be!"

"Every inch a king".

"That way madness lies".

"Out, damned spot!"

"The noblest Roman of them all".

"Neither a borrower nor a lender be".

2 вед.

Shakespeare spent most of his career in London as an actor, playwright and manager of the Globe Theatre, the theatre where many of his great plays were first performed. In 1611 he came back to Stratford. Shakespeare died on 23 of April, 1616 and he was buried in a beautiful old church in Stratford-on-Avon. His tomb has four lines that are said to have been written by him:

"Good friend, for Jesus' sake, forbear  
To dig the dust enclosed here;  
Blessed be he that spares these stones,  
And cursed be he that moves my bones".

1 вед.

It is believed that these lines have prevented the removal of his remains from native place to Westminster Abbey where the most famous men of Britain are buried. A memorial statue of him is set up in Poets' Corner.

But Shakespeare's plays are still popular. Now days many people like them. We laugh and cry with Shakespeare's characters.

Shakespeare's plays are famous in all countries. In England there is a special Shakespeare's Memorial Theatre in Stratford-on-Avon. A Shakespeare Festival is held here every year and people come from all over the world to honour England's greatest dramatist.

Кацуро Елена Васильевна – учитель английского языка

2 вед:

He was a great poet. He was “for all time”  
Our trip is coming to an end. Thank you!

Teaching English Through the Project Work

Кульжанова Мария Абитовна, учитель английского языка

Статья отнесена к разделу: Преподавание иностранных языков  
Объявление

The worldwide interest in getting of competent knowledge of the English language is growing.

Language is the most recognized means of communication. The life and the development of any human society are based on communication through language. The vision of the world of a nation is conveyed by its language, which reflects the moral code, relations between people. So

language is the main tool in acquiring other peoples' lives, traditions. Language use is creative. The learners use language to express what they think and what they want to say. To communicate better in a foreign language they should have the ability to use language appropriate to a context. Communicative language learning is not one method. It is an approach, an understanding of what language is and how we can learn a foreign language. This understanding leads us to teach in ways that makes language learning most successful. The communicative approach helps the learners to achieve the main issues in learning, they are expected to interact with other people.

Another peculiarity in successful teaching of a communicative speech is an activity where the students are put in the centre of the action, where they use the language and practice communicative speech. It is the project work , its purpose is to encourage the learners to work things out for themselves. It is an extended language activity, focusing on the topics, themes. The project work is a means of communication and enjoyment. The learners can experiment with the language as something real. It is a highly adaptable methodology, it is useful as a means of generating positive motivation, because it is very personal. The students tell about their own lives, their own research into topics that interest them. This work helps them to understand that they can use English to talk about their own world, it improves their ability to think.

Project work allows students to consolidate the language that they have learnt and encourages them to acquire new vocabulary and expressions. In addition, it gives learners integrated skills practice. Throughout project work students have extensive practice of the skills of reading, writing, listening and speaking. Using projects with classes provides excellent opportunities for cross-curricular work. The topics should be carefully chosen and have to be presented in a lively and up-to-date manner. It is important to present a new project in an enthusiastic way and encourage the class activity in a discussion about the key topic. The more students are engaged in to a project, the more likely that the project will be a success. The teacher tries to encourage learners to think of their own ideas, to produce something new of their own. Before setting up a project it is essential to explain the final outcome, this will help them to understand what they are doing and why. The teacher explains the students that at the end of the project they will write or design a small leaflet on the topic, a wall display, a poster...

There are some stages in presenting a project:

Initial discussion of the idea.

Decide a form of the project.

Practicing language skills.

Collecting information.

Displaying the result of the research.

The project work “Countries, I’d like to visit” was done by the students of the Intermediate Level. The students gathered information about different countries, prepared video slides about the country they would like to visit, prepared role plays, songs, costumes. Their reports were informative and creative, because information was taken from different sources: Encyclopedia, Internet, magazines. Then all groups worked on the “Question Quiz” “Countries and Cities”.

The song “It’s a Small World” was performed by the whole class. So by this kind of activity we may say that project work is a kind of investigation, active participation, which is held instead of passive listening and memorizing. The role of a teacher becomes that of a facilitator, provider of a feedback.

The students of the Upper Intermediate Level prepared the project “Space? What is it?”

The class was divided into two groups. They described their imaginary journeys to different planets, named the planets, wrote about the adventures happened during their trips.

The second group presented their report about the moon. They made a video film about the moon, the role play about the adventures of the girl who “was caught by the alien”. Others described their trips to the planet of dreams, showed slides of

these planets. The models of the spaceships by which they could travel to other planets were done by them.

This project showed the advanced level of the students, their creative approach while presenting this topic. They themselves were impressed by the breathtaking views of home from different planets. All the students with different levels of knowledge were involved in this project, everyone tried to make contribution to the group work. This quote by Benjamin Disraeli “ Like all other travelers, I have seen more than I remember, and remember more than I have seen proves that if learners are involved in the creative teaching process, learning becomes motivated and the successful result in teaching a foreign language is expected. So the meaning of the project work can be best characterized by the following Chinese proverb:

“Tell me, and I’ll forget.  
Show me, and I’ll remember.  
Involve me, and I’ll learn.”

Project work is also used to increase motivation and retention, to help students develop a positive image, to develop critical thinking and problem - solving, it develops fluency in the use of language features that they have learned.

The project work on the theme “Technology” was done to increase student’s knowledge in the field of science, to acquire with the new science vocabulary, to widen creativity of the students.

At the beginning of the project the students had the task on listening. Text “Alfred Nobel” was done for both groups, then they answered to the questions, adding new information about Alfred Nobel.

On the interactive board were written words and the definitions, the students must find the correct definition to each word.

Then the groups showed their presentations.

Group I

On the interactive board is written Dryden’s saying:

“Genius must be born,  
And never be taught.”

(The students explained the meaning of this saying)

These words mean that great genius became famous, though most of them didn’t get good education at that time. They made great inventions, really they were talented from birth.

Кацуро Елена Васильевна – учитель английского языка

For example, Mikhail Vasilievich Lomonosov founded the first chemical laboratory in 1748.

He was a great physicist, chemist and an astronomer. He formulated the main principles of one of the laws of physics- the law of conservation of matter and motion. He was recognized as one of the outstanding persons in the world in the 18th century. He built the first generator, later he discovered the effect of passing an electric current through certain solutions. He called these effects the laws of electrolysis.

Student 3: As a result of Faraday's work Morse invented telegraph and Edison invented the electric light.

Albert Einstein demonstrated the theory of relativity.

Edwin Hubble proved that the universe is expanding. These discoveries were of great importance for science. In the 19th century Fleming discovered an effective way of killing bacteria – penicillin. For medicine it was a tremendous contribution.

Group 2

“Knowledge is a city  
To the building of which  
Every human being brought a stone.” (Emerson)

Students explained this saying :

Many years ago people didn't have any instruments, for every day life they used simple tools made of stone and wood, they learned to make fire, used to hunt by simple tools. From century to century new important inventions were made. The inventions of telephone, telescope, microscope were the great achievements of that time. And from century to century new inventions changed people's lives. That means that each generation made an important contribution to the development of science and technology. The 20th century became famous with the invention of computers, mobile phones, space exploration, etc.

Future of science and technology.

Video- interview:

- Student: I'm taking an interview with the astronomer Ros Watts.
- Professor Watts, you go to a lot of international conferences on astronomy. Where have you been this month?
- Well, I've just come back from Puerto Rico. We have just had a meeting there to discuss radio signals from space.
- Have we ever received signals from outer space?

Кацуро Елена Васильевна – учитель английского языка

- No, we haven't. We have used mathematics to try to communicate with aliens. But we haven't had any reply.

- Just one more question, professor Watts.

Have you ever seen an alien or a UFO?

- No, I have never seen one. But I think that aliens are more advanced than we are. I believe that UFOs come to Earth to study us and to use the planet in the future.

- Thank you, professor Watts for the interview.

Then the students showed their video- film about the aliens. The film is about the future of our planet, when our technology will be highly developed. People will travel to other planets and will cooperate with the aliens in space exploration.

Discussion on the questions

Does technology make our lives easier?

Do we rely too much on technology?

What technical advances can you see happening in your lifetime?

Would you like to be an inventor?

What kind of things would you invent?

How will the world change over the next years?

Science Quiz:

1. Who discovered the three laws of motion?

a) Copernicus; b) Newton; c) Galileo.

2. Who developed the periodic system?

a) Mendel; b) Mendeleev; c) Mendelssohn.

3. Who discovered that electricity existed as a current?

a) Ampere; b) Volta; c) Faraday.

4. Who discovered the fundamental principles of genetics?

a) Darwin; b) Lamarck; c) Mendel.

5. Who discovered that the Earth orbits the Sun ?

a) Copernicus; b) Newton; c) Galileo.

6. Who discovered that light is made up of a mixture of coloured light?

a) Maxwell; b) Einstein; c) Newton.

### Conclusion.

Students told about the future of our planet as they imagine it to be , about new achievements: traveling to other planets , probably computers will start thinking for themselves, the cars will become completely obsolete. We won't be able to tell the difference between reality and virtual reality.

So this project showed high level of knowledge in English, because they could express their opinions, they properly used information taken from different sources. This project having links with physics showed good knowledge of the students in this field. The students not only improved their English but enriched their knowledge in physics too. Discussion on some points was a fruitful exchange of opinions. The topic of the project was chosen by the students, that's why motivation was high and the effectiveness of such an activity was clear.

"The World around Us is Wonderful. Protect it" ("Мир вокруг нас прекрасен. Защити его")

Гареева Зифа Инсафовна, учитель английского языка

Статья отнесена к разделу: Преподавание иностранных языков  
Объявление

#### Цель:

практиковать учащихся в аудировании, в групповой и парной работе по теме урока,  
развивать способности к распределению внимания, к догадке, сравнению и сопоставлению, к формулированию выводов из прочитанного текста,  
прививать учащимся любовь и бережное отношение к природе и окружающей среде.

Учебные пособия: картинки с изображениями времен года, с местами отдыха людей, звукозапись песни группы "Биттлз", пословицы: "He who doesn't love his country can love nothing", "One couldn't pluck a flower without troubling a star", "Actions speak louder than words".

#### I. Фонетическая зарядка.

Repeat the words, please.

Clean and fresh water, wonderful nature, to protect nature, to solve ecological problems, air pollution, environmental organization, litter, trash, rubbish, to damage

trees, to frighten birds and animals, to make a fire, to throw rubbish into the river, to pollute water, things to be reused and recycled.

II. Речевая зарядка.

Agree or disagree.

- 1) Nature gives people a lot.
- 2) The land, the forests and the rivers are a great treasure to people.
- 3) People love nature in different ways.
- 4) Children like animals.
- 5) It is interesting to study the animal world.
- 6) It is important to keep rivers clean.
- 7) It is necessary to feed birds in winter.

III. Прослушивание песни "Imagine" в исполнении группы "Beatles".

Listen to the song "Imagine", please.

- 1) Do you know who performs this song?
- 2) Is this a well-known English group?
- 3) Do you like this group?
- 4) Do you enjoy listening to this song?
- 5) What is this song about?
- 6) Is it about the wish of people to live in peace and friendship in this world?

IV. Let's speak about the world we live in.

- a)
  1. The world around us is wonderful, isn't it?
  2. Is it wonderful in all the seasons?
  3. What season do you like most? Why?
  4. Some people say autumn is a dull season. Why do they say so?
- b) Describe each season of the year.

Talk about its weather, its nature.

1. Compare summer and autumn, please.

– Summer is wonderful. There are many long sunny days and there is no school. Some children spend their summer holidays at the seaside, some -in the mountains and some - in the country. Sometimes it is hot in summer, sometimes it is warm. We can swim in the river or in the lake. The fields and the forests are full of flowers. In summer we can go for berries and mushrooms to the forest. I like summer holidays.

- Autumn is a beautiful season too. In September the countryside is very beautiful. The weather is usually dry, sunny and nice. The trees in the forest are green, yellow, red and brown. The air is fresh. There are a lot of vegetables and fruit in the gardens.

But in October and November it gets colder. The sky is grey, there are many clouds in the sky. There is much rain and fog. The weather is dull and wet. The birds fly away to warm countries. The leaves fall down from trees and cover the ground. Sometimes it snows. Nature slowly falls asleep for winter.

2. Compare winter and spring, please.

-Winter is a beautiful season. The winter months are December, January and February. It is usually cold in winter. All the rivers and lakes are frozen. The trees are white with snow. The ground is covered with snow too.

In winter the days are short and the nights are long. The sky is often grey. It often snows. Children often ski and skate and play snowballs. Boys like to play hockey. They have great fun in winter.

-April, March and May are spring months. Snow melts in spring, days become longer and nights are shorter. Streams are babbling, it's getting warm. The sun often shines brightly, the sky is blue. In April the trees are in bud. The birds are flying back from the warm countries. You can see the first flowers in the forest - snowdrops.

Springtime is a very happy time. Trees are green, everything is joyful and gay. It is warm in spring.

V. Чтение наизусть учащимися стихов о природе.

There are many nice poems about nature. Let's listen to some of them.

1) Come to the woods  
On a sunny day,  
Come to the woods  
On a day in May

Look at the grass  
At the busy bees,  
Look at the birds  
In the green, green trees

2) A Meeting  
A flower is looking through the ground,  
Blinking at the April weather,  
Now a child has seen the flower,  
Now they go and play together.

Now it seems the flower will speak,  
And will call the child its brother-  
But, oh strange forgetfulness?  
They don't recognize each other.

By H. Munroe.

VI. Беседа с учащимися о природе.

a) Many people like to live in cities. They like big houses, busy streets and cars. But they also love nature. During their vacations they go to the woods, to the seaside or spend a good time in the country. They like to watch animals, birds in the forest or in the fields.

What interesting things can you see when you go for a walk in the woods or in the fields? Have you ever seen animals in the forest?

- Once when I walked in the forest I saw squirrels in a tree. It was interesting to watch them. They jumped from one tree to another. The squirrels were grey. I threw them nuts and biscuits. They were hungry and they ate them.

b) And what can you see when you walk near a lake or a river?

- Once I saw ducks. My friends and I were in the forest. We went there for mushrooms and berries last autumn. In the forest there was a lake and we saw ducks there. They were dark grey. It was fun to watch them.

c) What interesting things would you tell us?

- I'd like to tell you about sparrows. They like to live in towns and villages. They like town streets and yards best. Sparrows can eat almost everything. They do not fly away when winter comes. They can live in very cold weather.

VII. Практика в диалогической речи.

Your homework was to make up dialogues about nature. Let's listen to some of them.

a) - I wonder, what do you do on Sunday?

- Nothing special.

- Then, let's go to the forest.

- Oh, it's a nice idea. I like to watch birds best of all.

- And I'd like to see a deer. They say that deer sometimes appear in the forest near Muravlenko.

- As for me, I'd like to take pictures of birds and animals.

- I know, photography is your hobby. You can try. But we must move very slowly and carefully not to frighten birds and animals.

- You are right. So, see you on Sunday.

- Bye.

b) - I wonder, are there any birds in the woods near Muravlenko? I have never seen any birds here.

- Of course, there are. Once I saw a woodpecker.

- Did you? I'd like to have a look at it, too. I have never seen woodpeckers.

- You see, a woodpecker is a big bird, it has a beautiful coat, black, white and red. It has a very sharp beak.

- I've heard that a woodpecker is a tree doctor, isn't it?

- That's right. The woodpecker tries to get at insects that live in trees with its sharp beak.

- Does the woodpecker have a nest?

- As far as I know, the woodpecker doesn't make a nest. It makes a hole in a tree and that is a nest for the bird.

- Oh, it's very interesting. You know a lot of interesting things about birds.

- Well, I have a lot of books at home about animals. I am fond of reading them. It's my hobby.

VIII. Беседа с учащимися о правилах поведения на природе.

Now let's speak about the rules you should keep when you go for a walk in the forest. Who remembers the poem "Wild Kingdom"? Recite it, please.

### Wild Kingdom

All woods are home to animals  
So we behaved like guests  
We only looked and never touched  
The birds and rabbits nests.

What rules must you keep in the forest?

- We mustn't make a fire in the forest.
- We mustn't damage trees. They clean the air. They give us paper. They are a home for birds and animals.
- We mustn't kill birds. They kill pests.
- We mustn't leave litter in the forest. We must take it home.

### IX. Работа по картинкам.

a) Look at this picture, please.

Is this a beautiful place?  
Do you think that the children are enjoying nature?  
Describe the picture, please.

- It is summer. The weather is hot. We can see a beautiful place in this picture. Children are enjoying nature. Some of them are swimming in the river, others are playing ball, those men are fishing. The children are having a lot of fun.

b) Now look at this picture. We see what happens when children break rules. Litter is left. Flowers are pulled out. Trees are damaged. Fires are started. Birds are frightened. The countryside is spoiled. So, what did the children not do right?

- I think they mustn't leave litter after resting. They must take litter home.
- They pulled out flowers. It's wrong. We must protect plants" We must leave wild flowers for others to enjoy.
- Some children have damaged trees. We mustn't damage them. We must protect our nature. Trees are home for birds and animals.
- Children have thrown rubbish into the river. In such a way they pollute water, fish begin to die. We mustn't throw rubbish into the river.

### X. Беседа о проблеме переработки некоторых видов отходов.

You see the rubbish problem is very important now. Look at this poster "Litter lasts...".

You can see that a traffic ticket lasts 1 month.

A banana peel lasts up to 3 months.

A wool sock - 1 year.

Wooden stakes - 4 years.

A wax paper cup - 5 years.

Tin cans - 100 years.

Aluminum cans- up to 500 years.

Glass containers - they never decay.

Painted wooden stakes - 13 years.

In 2003 each person in Muravlenko threw away about 1 kilogram of trash every day. Put it all together and it will be about 30-36 thousand kilogram's of trash daily.

Ecology is one of the global problems nowadays. What should we do? We should protect our planet, our nature. Everyone should look at what they throw away. Many things can be reused and recycled. Look at this poster and say:

What can be recycled? What can be made of old metal?

... of cloth?

... of newspapers?

... of plastics?

... of rubber?

... of aluminum?

XI. Беседа об организациях, занимающихся охраной окружающей среды.

People understand that our nature is in danger. Some organizations are founded in different countries to solve ecological problems. Do you know anything about it? What famous international organization do you know?

Certainly, it's GREEN PEACE. It's a world-known organization which does a lot to protect our nature.

There is a text about another international organization. What organization is this text about?

Read the text, please.

“Every ten minutes, one kind of animal, plant or insect disappears. If nothing is done about it, over one million species will disappear in twenty years from now.

The seas are in danger. They are filled with poison: industrial and nuclear waste. The Mediterranean is already nearly dead, the North Sea is following. If nothing is done about it, one day nothing will be able to live in the seas.

The tropical rainforests, which are the home of half the Earth’s living things, are being destroyed. If nothing is done about it, they will disappear in twenty years.

Fortunately, there are people who are trying to do something about it. In 1961, the World Wildlife Fund (WWF) was founded – a small group of people who wanted to raise money to save animals and plants. Today, the World Wildlife Fund is a large international organization. It has raised over 35 million pounds for conservation projects, and has created or given support to National Parks in five continents. It has helped 30 mammals and birds to survive. Perhaps this is not much, but it is a start. If more people give money – and if more governments think of what is happening – perhaps the world Wildlife Fund will be able to help us to protect the natural world and all of us with it.”

Answer the questions, please:

1. What organization is this text about?
2. What is the aim of this organization?
3. Where does the organization get its money from?

## XII. Беседа об экологической обстановке в родном городе.

One of the most serious problems is air pollution. More and more factories cars and lorries add their bad breath to the air. What can you say about this problem in Muravlenko?

- Cars are the world's biggest air polluters. There are a great number of cars in Muravlenko. In cold winter days their engines work day and night. They add their bad breath to the air. The authorities of Muravlenko make laws against air pollution, but the problem of pollution is growing.

Another serious problem is water pollution. Do we have such a problem in Muravlenko?

- There are a lot of lakes and rivers around Muravlenko. People like to swim in hot summer days there. Some people are fond of fishing. Siberian fish is very tasty.

But many rivers are dirty now. On the banks of the lakes and rivers there is a lot of litter. People leave bottles, paper, food after their resting. Sometimes they throw

them into the water and it's dangerous to swim there, because you may hurt your feet. That's why it's necessary to clean our lakes and our park and keep them clean.

One of the most serious problems is our countryside. There are great forests around our town. Twenty years ago they were rich in wild animals, mushrooms and berries. Has the countryside changed with the developing of oil-drilling industry?

- Muravlenko is an industrial town. Oil-drilling industry is developed here. Of course, the countryside has changed greatly. Look at these pictures. The countryside is spoiled. Wild animals have disappeared in these places. We can not eat the fish from our rivers because it is not very good for our health. In the result of man's activities a lot of species have disappeared. You can see them only in the Red Book.

Are there any environmental organizations in Muravlenko?

- As far as I know there is such an organization in our town.

What problems does it solve?

- It tries to protect nature and people who live here. It takes care of lakes, rivers, forests and animals of Siberia.

How can you help to protect the environment?

- We must keep the country tidy.

- We must grow flowers and trees.

- We must protect animals and birds.

- We should not throw trash in the streets or parks. A lot of trash can be recycled.

So we all must work together to keep our world green. The world around us is wonderful. Let's preserve it.

### XIII. Загадки о животных.

Guess the riddles, please.

1. A large brown animal that lives in the forest and likes honey.

2. This wild animal is like a dog.

3. This animal lives with us and likes to catch mice.

4. We like this bird and call it the bird of peace.

### XIV. Подведение итогов урока.

Интегрированный урок английского языка и литературы в 6-м классе по теме "Марк Твен и его герои"

Галушкина Любовь Васильевна, учитель английского языка

Статья отнесена к разделу: Преподавание английского языка с использованием УМК «„Английский в фокусе“ – на урок с учебником XXI века» издательства «Просвещение»

Объявление

Цели урока:

Образовательные: совершенствовать умение говорить по теме в монологической и диалогической речи, умения аудирования, систематизировать учебный материал;

Развивающие: развивать логическое мышление, творческую мыслительную деятельность, наблюдательность, кругозор, память учащихся, артистические способности, умение работать с книгой, развивать интерес к культуре других народов;

Воспитательные: воспитывать честность, смелость, доброту, чувство товарищества и взаимопомощи, внимательное отношение друг к другу, умение прислушиваться к мнению одноклассников, поддерживать интерес к чтению.

Этапы урока:

Организация класса.

Подготовка учащихся к работе на основном этапе урока: мотивация, целеполагание, психологический настрой.

Биография М.Твена. Вопросы писателю (на английском и русском языке).

Работа над содержанием книги: Аудирование, портретная характеристика героев, викторина на русском языке.

Работа над образом Тома Сойера. Групповые задания (на английском языке).

Сценка "первая встреча с Томом" (на английском языке).

Работа в группах.

Чтение по ролям.

Рефлексия групповой работы. Составление синквейна "Том Сойер".

Итог урока. Пословицы на английском языке.

Информация о домашнем задании.

Итоговая рефлексия урока.

Формы организации познавательной деятельности:

- парная;
- групповая;
- индивидуальная;

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- коллективная.

Оборудование урока:

- мультимедийный проектор;
- магнитола;
- записи музыки в стили кантри;
- портрет М.Твена;
- карточки – задания;
- выставка книг М.Твена;
- костюмы для детей;
- ладошки из цветной бумаги для рефлексии;
- Цитаты: “Слово, добытое обманным путем, скоро становится тяжелым бременем” М.Твен. “Совість человека высший суд” В.Гюго.;
- пословицы на английском языке.

Технологические особенности урока: проектный урок в системе развивающего обучения.

Ход урока

I этап. Организация класса.

а) Учитель приветствует детей.

Glad to see you! Sit down, please. Our lesson is devoted to Mark Twain, a famous American writer. But today we have an unusual lesson. We have Literature and English together. Are you ready for the lesson? (Слайд 1).

Учитель литературы.

Добрый день ребята! Я рада приветствовать Вас на интегрированном уроке. Сегодня мы с вами попробуем окунуться в мир Америки 50-х годов 19 века, почувствовать себя маленькими “американцами” и даже героями известной книги, попытаемся выяснить, чем привлекает читателей уже более ста лет твеновский проказник и озорник Том Сойер, будем общаться на его родном языке.

At the end of the lesson you'll get 2 marks on Literature and English. How are you children? Let's start our lesson.

II этап. Подготовка учащихся к работе на основном этапе урока. Мотивация. Целеполагание. (Слайд 2)

а) Слово учителю литературы. Поворачивается к доске, где записаны слова Д.С.Лихачев. “Академик Д.С.Лихачев 100-летие, которого мы отмечали 28 ноября, говорил: “Литература служит вам проводником в другие эпохи и к другим народам, раскрывает перед вами сердца людей,- одним словом, делает вас мудрее”.

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- Согласны ли вы с этим высказыванием?
- Ученики – Да!
- Докажите, что Д.С.Лихачев прав.
- Дети говорят, что изучали произведения не только русских авторов, но и зарубежных.

As you know, we have read an interesting and funny book “The Adventures of Tom Sawyer”). It was written by Mark Twain, a famous American writer. Some of his books are very popular with the children in our country and in other countries of the world and in America of course. What books are these? Do you know?

Учитель литературы:

- “Вся современная американская литература вышла из одной книги М.Твена, которая называется “Приключения Гекльберри Финна”. Это лучшая наша книга ...Ничего равного не было до сих пор,- так оценил творчество М.Твена американский писатель Эрнест Хемингуэй. Нам еще предстоит встретиться с героями этого произведения в конце года, и тогда мы убедимся в правоте Хемингуэя. А вот с книгой о лучшем друге Г.Финна мы уже знакомы.

- Как она называется?
- Дети: “Приключения Тома Сойера”. (Слайд 3, 4, 5, 6).
- “Это гимн детству”- говорил автор об этой книге.
- С чего мы обычно начинаем разговор о книге?
- Учащиеся: С биографии писателя.

III этап. Биография писателя. Вопросы М.Твену. (Слайд 7, 9).

Mark Twain, whose real name was Samuel Clemens, was born in 1835 in the small town of Hannibal on the Mississippi River. He was the son of a lawyer.

Little Samuel spent his childhood in his native town. He was a bright, lively boy. He went fishing and swimming to the river and he was the leader in all the boys' games.

Samuel had a lot of friends at school. And when he became a writer he described this in his stories.

When Samuel was eleven years old, his father died, leaving his wife and four children with nothing. And the boy had to leave school and look for work. He learned the profession of a printer. For some years Samuel worked as a printer for the town newspaper and later for his elder brother, who at that time started a small newspaper of his own. The two young men published it themselves. Samuel wrote short humorous stories and printed this in their newspapers.

When Samuel was a boy, he dreamed of becoming a sailor. At the age of 20 he found a job on a ship traveling up and down the Mississippi.

Here on a ship he "found" his pen-name "Mark Twain". It was taken from the call of the Mississippi pilots when they measured the depth of the river.

Many steamboats moved up and down the river carrying all kinds of people - rich and poor, farmers and; businessmen, slave owners and slaves. Thus Samuel Clemens saw America passing before his eyes. This work gave him the opportunity to get to know a great deal about life. He worked as a pilot for more than four years.

Later he used to speak about this time as the happiest period of his life and described it in his book "Life on the Mississippi"

Then the young man worked with the goldminers in California for a year. Here he began to write stories about camp life and sent them to newspapers under the name of Mark Twain.

The many professions that he tried gave Mark Twain knowledge of life and people and helped him to find his true calling— that American satirical and critical literature began with Mark Twain.

In 1876 he published "The Adventures of Tom Sawyer" and eight years later "The Adventures of Huckleberry Finn". Children and grownups all over the world now know these two novels.

Writing did not bring much money to Mark Twain, so he had to give lectures on literature and read his stories to the public. He visited many countries and lived in England for a long time. In 1907 Oxford University gave Mark Twain an honorary doctorate of letters.

Вопросы:

Nice to meet you! How are you?

What is your real name and surname?

Are you from America?

What is your nationality?

How old are you?

What is your profession?

What professions have you got?

Have you got a family?

How many children have you got?

Have you got any friends?

Have you got a pet?

What is your hobby? (fishing)

What is your best book?

Have you got a house?

How many rooms have you got?

Would you like a cup of tea? etc.

IV этап.

А теперь обратимся к книге, которая принесла М.Твену мировую славу, к книге, возраст которой 130 лет. Ни одно поколение мальчишек и девчонок с удовольствием знакомилось с приключениями Тома Сойера и его друзей. Ребята, у кого из вас мамы и папы читали эту книгу в детстве? А бабушки?

- Ну что же, герои М.Твена ждут нас. И вновь будет звучать их родной язык.

б) Аудирование на английском языке “Узнай героя”. (Слайд10 ,11, 12, 13).

1.

He is a boy with ideas. He goes to school, but he hates it. He likes to play, he knows many interesting games.

He has many friends. His best friends are Huck and Joe. He has no mother and father, but he has got an aunt. He likes fishing, playing games, Becky and sugar. He does not like school, his teacher and model boys. What is his name? (Tom Sawyer)

2.

She is neither very small nor very tall. Her hair is grey. She wears a dark dress. She takes care about her house and her family.

Her hobby is cooking. She does not go to school. I think she loves Tom very much and Tom loves her.

She is Tom's aunt.

What is her name? (Aunt Polly)

3.

She has a father and a mother. She lives in a big house.

She goes to school every day. She can read and write.

She is little. She has a round face. Her eyes are large and blue. Her hair is long. She wears a nice dress.

She is a beautiful girl.

Who is she? What is her name? (Becky Thatcher)

(Yes, you are right. That's all. Thank you. The main characters of the book are...)

в) чтение текста

Учитель литературы:

- Каждый автор придает большое значение портретной характеристики героя. Она многое может рассказать о персонаже.

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Следующее задание: “Узнай героя по портрету” (учащиеся зачитывают отрывки из произведения) Героев узнали, молодцы!

- Давайте проверим, насколько внимательно вы прочитали повесть.

Викторина на русском языке. (Слайд 14).

V Физкультминутка (музыкальная пауза на английском языке. Step! Step! Clap! Clap!) (Слайд 15).

VI этап. Работа над образом Тома Сойера. Блиц опрос. Групповое задание (из литературы). Кто же такой Том Сойер. (Слайд 16)

Давайте, определим главную черту Тома. Для этого мы проведем игру. Let's play, will you! I'll give you some cards you must describe Tom Sawyer. (звучит музыка). Are you ready...? Begin, will you! (на доске плакат Тома Сойера. Дети выходят к доске и приклеивают слова). Его характеристика получилась хорошая, но все-таки не исчерпывающая, и мы вместе дополним ее. Давайте вспомним как началось наше знакомство с Томом. (звучит музыка)

VII этап. Сценка “Первая встреча с Томом”. (Слайд 17, “Том и тетя Поли”).

(Приложение 1)

Describe his character in this scene.

Учащиеся: He is resourceful.

- Докажите, что Том веселый, жизнерадостный мальчишка, который не выносит скуки.

- Докажите, что Том большой фантазер и изобретатель.

- Докажите, что Том находчив и смел.

- Любит ли Том читать книги? Кого Том выбирает в друзья? Что он больше всего ценит в людях? (дети отвечают)

Учитель английского языка: Как вы назовете взаимоотношения Тома и Бекки? (любовь, влюбленность)

Учитель литературы: Романтическая влюбленность Тома не что иное, как плоды прочитанных им книг о прекрасных дамах и рыцарях.

Учитель английского языка: Дайте оценку поведению Тома в эпизоде “Бекки и Том на уроке”

Tom and Becky at the lesson

(Приложение 2, Слайды 18,19, 20)

Чтение по ролям эпизода “Помолвка”.

- Как выглядят герои в этом эпизоде? (смешные).

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- А когда Том ведет себя с Бекки как мальчишка, а когда по - рыцарски, как мужчина? (гл. 12)

VIII этап. Домашнее задание было составить сиквейн. (Учащиеся составляют на русском языке). Итак, мы создали очень привлекательный образ Тома, но как сказал Ларашфуко “люди никогда не бывают ни безмерно хороши, ни безмерно плохи”.

- Какие поступки Тома не заслуживают одобрения? (побег из дома, курение, “вещий сон”). Можно ли их назвать простой детской шалостью?  
- Почему Том почувствовал себя негодяем? (его мучила совесть)

Учитель читает высказывание Марка Твена “Совесть – самый страшный судья для человека. Незванная гостья, которую нельзя прогнать” – говорит о ней Том. (Слайд 21)

- Муки совести, - самое страшное. Они сильнее даже страха смерти.

IX этап. Итог урока. (Слайд 22, 23)

- Хорошая книга- это книга, которая чему-то учит.  
- Чему вас научила книга о Томе?

Когда я перевернула последнюю страницу, то я вспомнила английские пословицы.

All is well, that ends well.

You know a man by his friends.

- Какие чувства вы испытали, расставаясь с Томом и его друзьями: радость, облегчение, сожаление? Почему?  
- Какие появились желания? (прочитать другие книги М.Твена).  
- Герои М.Твена ждут вас.

X этап. Домашнее задание. (Слайд 24)

Учитель литературы: написать сочинение – миниатюру “Чему я научился у Тома Сойера?”

XI этап. Итоговая рефлексия. (Слайд 25)

- Марк Твен, на мой взгляд, был одним из талантливых писателей позапрошлого столетия. Он оставил людям более 20 книг и огромное количество неопубликованных рукописей. “Я еще не знаком с XX веком. Я желаю ему удачи”, писал Твен. Знал ли он, что сам станет одной из величайших удач теперь уже не только XX, но и XXI века. (Слайд 26, 27)

Героям М.Твена поставлен памятник, по его книгам сняты кинофильмы. А слова писателя: “Мир, счастье, братство людей – вот, что нужно нам на этом

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свете” – будут современны и своевременны. Думаю, вы все разделяете это мнение М.Твена, потому, что другого просто не может быть.

Рефлексия.

Did you like our lesson?

Did you like heroes?

Would you like to have such faithful friends?

And now come up to the blackboard and fasten your palms to him.

Дети подходят к доске и протягивают “руку дружбы” Тому Сойеру.

The lesson is over. Bye! Bye!