***Приложение3***

***Класс: 5 УМК: «Enjoy English» - 5, 6 (авт. Биболетова М.З., Добрынина Н.Н., Трубанева Н.Н.)***

***Тема: «Открываем достопримечательности Лондона»***

***Тип учебного занятия: проектное занятие «Учимся вместе».***

***Дидактическая цель: создание условий для расширения языковых знаний и речевых умений учащихся по теме «Discovering Places Of Interest In London»***

***Задачи:***

***1)развивать навык диалогической речи;***

***2) развивать познавательные интересы учащихся путём приобщения к традициям и реалиям страны изучаемого языка;***

***3) развивать умения работы в группе, находить идеи, обсуждать, обобщать и делать выводы;***

***4) развивать навык ознакомительного чтения;***

***Оборудование: компьютер, мультимедиапроектор,***

***Учебные пособия:***

* ***приложение 1 «Карточки с заданиями»***
* ***приложение 2 «Тексты для чтения»***

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| ***Этап учебного занятия*** | ***Время*** | | | | | ***Используемые электронные образовательные ресурсы*** | | | | |
| ***Организационный момент*** | ***1 минута*** | | | | |  | | | | |
| ***Деятельность учителя*** | | | | | | | | ***Деятельность ученика*** | |
| ***Приветствует детей по-английски***  ***Good morning, boys and girls!***  ***Glad to see you!***  ***Отмечает в журнале отсутствующих*** | | | | | | | | ***Приветствуют учителя***  ***Good morning, teacher!***  ***Glad to see you too!***  ***Отвечают на вопросы учителя об отсутствующих*** | |
| ***Этап учебного занятия*** | ***Время*** | | | | | ***Используемые электронные образовательные ресурсы*** | | | | |
| ***Мотивационная актуализация*** | ***2 минуты*** | | | | |  | | | | |
| ***Деятельность учителя*** | | | | | | | | ***Деятельность ученика*** | |
| ***Let’s start our lesson.Today we are going to have our virtual travelling to Buckingham Palace. What do we need for our virtual travel? A plane, a car, a computer, the Internet?*** | | | | | | | | ***Выслушивают учебную ситуацию учителя и мотивируются на занятие.***  ***I think we need a computer (the Internet).***  ***I agree with ….*** | |
| ***Этап учебного занятия*** | ***Время*** | | ***Используемые электронные образовательные ресурсы*** | | | | | | | |
| ***Фонетическая зарядка.*** | ***4 минуты*** | |  | | | | | | | |
| ***Деятельность учителя*** | | | | | | | | | ***Деятельность ученика*** |
| ***Let's train our tongues. Express your surprise!***  ***It is Buckingham Palace.***  ***Предлагаются картинки достопримечательностей и подобные фразы. (задание знакомо учащимся как удивлялки-перевёртыши)*** | | | | | | | | | ***Выражают удивление, изменяя структуру предложения.***  ***Is it Buckingham Palace?***  ***Oh, yes***  ***Sure*** |
| ***Этап учебного занятия*** | ***Время*** | ***Используемые электронные образовательные ресурсы*** | | | | | | | | |
| ***Содержательная актуализация***  ***(повторение ранее изученной лексики по теме)*** | ***3 минуты*** |  | | | | | | | | |
| ***Деятельность учителя*** | | | | | | | | | ***Деятельность ученика*** |
| ***Do you know how to ask the way? Let’s match the halves to make sentences.*** | | | | | | | | | ***Делают упражнение по карточке.*** |
| ***Этап учебного занятия*** | ***Время*** | | ***Используемые электронные образовательные ресурсы*** | | | | | | | |
| ***Активизация речевых навыков.*** | ***5 минут*** | |  | | | | | | | |
| ***Деятельность учителя*** | | | | | | | | ***Деятельность ученика*** | |
| ***Rearrange the sentences to make the dialogues and act them in pairs.*** | | | | | | | | ***Составляют диалоги и работают в парах. Прослушиваем вслух 2-3 пары*** | |
| ***Этап учебного занятия*** | ***Время*** | | | ***Используемые электронные образовательные ресурсы*** | | | | | | |
| ***Организация работы в группе по ознакомительному чтению о традициях, истории и интерьере Букингемского дворца*** | ***30 минут*** | | | ***Видео*** [***http://www.youtube.com/watch?v=Ktqj\_5ThsnU&feature=player\_embedded#at=45***](http://www.youtube.com/watch?v=Ktqj_5ThsnU&feature=player_embedded#at=45) | | | | | | |
| ***Деятельность учителя*** | | | | | | | ***Деятельность ученика*** | | |
| ***We can ask the way and are ready to visit the king’s palace. Would you like to visit Buckingham Palace in London and spend a day there?***  ***Let’s use the Internet and watch the film about Buckingham palace***  [***http://www.youtube.com/watch?v=Ktqj\_5ThsnU&feature=player\_embedded#at=45***](http://www.youtube.com/watch?v=Ktqj_5ThsnU&feature=player_embedded#at=45) | | | | | | | ***I would like to visit…***  ***Certainly….***  ***Sure….***  ***Учащиеся смотрят видео*** | | |
| ***Do you like the film?***  ***Do you know why it is the most popular sight among tourists?***  ***How can you find information about it?***  ***Discuss it in your groups and sum up .***  ***Координирует работу групп, наблюдает за участием учащихся в обсуждении.*** | | | | | | | ***Yes, I do***  ***The Queen lives there.***  ***It is a beautiful palace.***  ***It is famous for (the Queen, Changing the Guard)***  ***Обсуждение в группах, мозговой штурм «Почему это популярное место среди туристов и как найти информацию об этом, стоит ли провести там целый день?»***  ***I think; It seems to me;***  ***Представители каждой группы высказывают обобщённое мнение всех участников группы***  ***- поиск информации в сети интернет, энциклопедиях***  ***- посещение туристического агенства и беседa о возможности посещения дворца.*** | | |
| ***I want you to read more information about Buckingham Palace.***  ***You should work in your groups, read the texts and be ready to tell your classmates the new facts about Buckingham Palace.*** | | | | | | | ***Каждая группа получает свой текст для чтения.(приложение)***  ***Учащиеся читают в группе тексты, выбирают интересные факты и представляют их другим учащимся класса.*** | | |
| ***Этап учебного занятия*** | ***Время*** | | | | ***Используемые электронные образовательные ресурсы*** | | | | | |
| ***Информация о домашнем задании*** | ***2 минуты*** | | | |  | | | | | |
| ***Деятельность учителя*** | | | | | | ***Деятельность ученика*** | | | |
| ***Read the texts again and do exercises.***  ***Найти дополнительную информацию по своей теме .*** | | | | | | ***Записывают домашнее задание.*** | | | |
| ***Этап учебного занятия*** | ***Время*** | | | | ***Используемые электронные образовательные ресурсы*** | | | | | |
| ***Рефлексия***  ***(подведение итогов урока)*** | ***3 минуты*** | | | |  | | | | | |
| ***Деятельность учителя*** | | | | | | | | ***Деятельность ученика*** | |
| ***Подводит итоги урока.***  ***What was the most interesting (difficult) for you?***  ***Thank you for your work.***  ***Good-bye!*** | | | | | | | | ***Сообщают, что нового они узнали на уроке.***  ***It was interesting to…***  ***It was difficult to…***  ***Good-bye!*** | |

***Источники:***

1. ***Биболетова М. 3., Добрынина Н. Н., Трубанёва Н. Н. Enjoy English: учебник английского языка для учащихся 5-6 клас­сов общеобраз. учрежд.- Обнинск: Титул, 2009.***
2. ***Биболетова М. 3., Добрынина Н. Н., Трубанёва Н. Н. Рабочая тетрадь к учебнику Enjoy English для 5-6 кл. общеобраз.учрежд. .- Обнинск: Титул, 2010.***
3. ***Биболетова М. 3., Добрынина Н. Н., Трубанёва Н. Н. Английский язык: Книга для учителя к учебнику Английский с удовольствием/ Enjoy English для 5-6 кл. общеобраз. учрежд. – Обнинск: Титул, 2010***
4. ***Интернет страницы:*** [***http://www.royal.gov.uk/TheRoyalResidences/BuckinghamPalace/BuckinghamPalace.aspx***](http://www.royal.gov.uk/TheRoyalResidences/BuckinghamPalace/BuckinghamPalace.aspx)
5. [***http://en.wikipedia.org/wiki/Buckingham\_Palace***](http://en.wikipedia.org/wiki/Buckingham_Palace)
6. [***http://busyteacher.org/4187-asking-the-way-directions-worksheet.html***](http://busyteacher.org/4187-asking-the-way-directions-worksheet.html)
7. [***http://buckingham-palace.visit-london-england.com/***](http://buckingham-palace.visit-london-england.com/)
8. [***http://www.youtube.com/watch?v=Eoth7IOdGz8&NR=1&feature=fvwp***](http://www.youtube.com/watch?v=Eoth7IOdGz8&NR=1&feature=fvwp)

***Дидактические материалы к проекту «Открываем достопримечательности Лондона»***

***From the History***

At first Buckingham House was built in 1703 for the Duke Buckingham. In 1761 George III ,the king bought Buckingham House for his wife Queen Charlotte. In 1762 Sir William Chambers a Scottish architect began to transform the house. They lived happily and 14 of George III's 15 children were born there. In 1826 John Nash, an architect began to transform the house into a palace.

Queen Victoria was the first sovereign to take up residence in July 1837. Her husband Prince Albert and Victoria were happy there but they had no rooms for children and they asked the architect Blore to reconstruct the palace. The architects John Nash and Edward Blore formed three wings around a central courtyard.

The present forecourt of the Palace, where Changing the Guard takes place, was formed in 1911, as part of the Victoria Memorial scheme.

**Vocabulary**

Duke- герцог Sovereign- монарх Reconstruct- перестраивать

Forecourt-передний двор courtyard-внутренний двор

**I . Match the words**.

1. William Chambers a king
2. George III an architect
3. Victoria queen
4. John Nash queen’s husband
5. Prince Albert architect
6. Charlotte king’s wife

**II. Answer the questions.**

1. What is John Nash?
2. Victoria was the Queen, wasn’t she?
3. When did the architect begin to transform the house into a palace?
4. Where does Changing the Guard take place?
5. Why did the architect Blore begin to rebuild the palace?
6. Who lived in the house in 1703?

III. Complete the sentences.

1. Duke Buckingham built …..
2. In 1761 George III….
3. Queen Victoria was the first sovereign….
4. The architects were…..

<http://www.royal.gov.uk/TheRoyalResidences/BuckinghamPalace/BuckinghamPalace.aspx>

<http://www.royal.gov.uk/TheRoyalResidences/BuckinghamPalace/History.aspx>

<http://en.wikipedia.org/wiki/Buckingham_Palace>

**Inside the Palace**

Buckingham Palace is the official London residence of Britain's sovereigns since 1837.The State Rooms at Buckingham Palace are open to visitors every year. You can visit in August and September when Queen Elizabeth II goes to Scotland. It has 19 State rooms, 52 Royal and guest bedrooms, 188 staff bedrooms, 92 offices and 78 bathrooms. It has 775 rooms now. The Palace is a place for great Royal ceremonies, State Visits. Buckingham Palace has the Royal Collection, one of the major art collections in the world today. The State Rooms have the greatest treasures from the Royal Collection - paintings by Rembrandt, Rubens and others. The Throne Room is very beautiful, the Queen receives loyal addresses on very special occasions like Jubilees. The Ballroom has been used (использовался) as a concert hall for memorial concerts and performances. The State Dining Room is one of the principal State Rooms on the West side of the Palace. Many distinguished people have dined in this room including the presidents and prime ministers. The Music Room is between the Blue and the White Drawing Rooms. Four Royal babies - The Prince of Wales, The Princess Royal, The Duke of York and Prince William - were all christened by the Archbishop of Canterbury in the Music Room.

Sovereign- монарх State- государственный Royal-королевский

Guest-гость Staff- штат работников Major-главный

Treasures- сокровища Occasion-мероприятия Performance-спектакль

Distinguished-выдающийся christen-окрестить state rooms-парадные залы

Archbishop of Canterbury- Архиепископ Кентерберийский Throne room-тронный зал

1. **Find English equivalents.**

Официальная резиденция, королевские и гостевые спальни, государственные визиты, картины Рубенса, Парадные залы, Голубая гостиная, Белая гостиная, Музыкальный зал

1. **Complete the sentences.**
2. In 1837 the palace became….
3. You can visit 19 State rooms,
4. You can see the Royal collection in….
5. Presidents and prime-ministers had dinner in….
6. ….is open for tourists.
7. **Answer the questions.**
8. When can tourists visit the palace?
9. Who lives in the palace?
10. How many rooms are there?
11. What room would you like to visit? Why?

<http://www.royal.gov.uk/TheRoyalResidences/BuckinghamPalace/VirtualRooms/Overview.aspx>

<http://www.royal.gov.uk/TheRoyalResidences/BuckinghamPalace/VirtualRooms/TheGrandStaircase.aspx>

<http://www.royal.gov.uk/TheRoyalResidences/BuckinghamPalace/VirtualRooms/TheWhiteDrawingRoom.aspx>

<http://www.royal.gov.uk/TheRoyalResidences/BuckinghamPalace/VirtualRooms/TheBlueDrawingRoom.aspx>

<http://en.wikipedia.org/wiki/Buckingham_Palace>

<http://www.tourist-information-uk.com/buckingham-palace.htm>

***Дидактические материалы к проекту «Открой для себя кухню Британии»***

Группа «Повара» Chef работая с данным материалом заполняла таблицу Activity Page

**USDA – Ag in the Classroom-www.agclassroom.org**

**Be a Food Detective**

Students will be able to:

Identify specific ingredients of prepared food products and explain where and how these products are grown.

1. **Yorkshire Pudding**

**When is a pudding not a pudding? When it's a yorkshire pudding! Well let's put it this way; you wouldn't eat is as a desert.**

**Yorkshire pudding traditionally accompanies roast beef and should be served with a lovely meaty gravy. It is cooked in a large tin, traditionally under a roasting joint of meat, in order to catch the juices that drip down, and then cut into portions, although individual round puddings (baked in bun trays or small skillets) are more usual nowadays.**

**In Yorkshire it was often eaten as a separate course prior to the main meat dish, probably to help fill people up. An old saying is "Them that eat most pudding gets most meat."**

**When baked with sausages (within the batter), it is known as toad in the hole.**

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Method

* Heat the oven to the highest temperature possible, however, do not exceed 450F/230C or the fat may burn.
* Pour the eggs and milk into a large mixing bowl and add the pinch of salt. Whisk thoroughly with an electric hand beater or hand whisk. Leave to stand for 10 minutes.
* Gradually sieve the same volume of flour (as the eggs) into the milk and egg mixture, again using an electric hand beater or hand-whisk to create a lump free batter resembling thick cream, if there are any lumps pass the batter through a fine sieve.
* Leave the batter to rest in the kitchen for a minimum of 30 minutes, longer if possible - up to several hours.
* Place a pea-sized piece of lard, dripping or Ã‚Â½tsp vegetable oil into your chosen [Yorkshire pudding tin,](http://britishfood.about.com/od/introtobritishfood/tp/A-Yorkshire-Pudding-Tin.htm) or a 4 x 2"/5cm hole tin or 12-hole muffin tin and heat in the oven until the fat is smoking. Give the batter another good whisk adding 2 tbsps of cold water and fill a third of each section of the tin with batter and return quickly to the oven.

1. Leave to cook until golden brown approx 20 minutes. Repeat the last step again until all the batter is used up.
2. **Christmas Pudding**

**Christmas puddings are very rich and dark and contain just about every dried fruit you can think of. Traditionally served on Christmas Day.**

****

Method

Boil a large pan of water.

Wash and dry the fruit.

Roughly chop the almonds and cherries.

Mix all the fruit and dry ingredients with the grated rind and juice of the lemon.

Lightly whisk the eggs with the milk, and stir into the dry ingredients.

Mix well and place into a greased basin.

Cover the basin with foil and lower it into the boiling water (make sure the water doesn't come to the top of the basin)

Steam the pudding gently for 6 hours, topping the water up occasionally.

Remove the pudding from the pan and allow to cool.

Cover when cold and keep until required.

On Christmas day steam the pudding for another 2 hours before serving.

(It's traditional to serve the pudding alight, but it should be done with great care. To do it, I pour brandy over the pudding and then warm some brandy in a metal spoon and place a lit match to it before pouring it over the pudding. With the lights out, it looks very pretty, but it should only be done by an expert, like me!)

**Definitions**

To boil: To cook a liquid at a temperature of at least 100°C.

To chop: To cut food into small even-sized pieces using a knife or food processor.

To mix: To beat or stir foods together until they are combined.

To steam: To cook food in the steam rising from boiling water.

To stir: To agitate an ingredient or a number of ingredients using a hand held tool such as a spoon.

To whisk: To beat a mixture vigorously with a whisk.

1. **Irish Stew**

**Irish stew (Stobhach Gaelach) is a traditional Irish dish made from lamb or mutton, potatoes, onions, and parsley, sometimes it also includes Guinness. It originated in Ireland but appears in cookbooks all over Europe, including in Escoffier's Guide Culinaire. (Mutton is from sheep over two years of age when the meat is not quite as tender as lamb).**

****

Method

Cut the meat into good size chunks.

Peel the vegetables and slice thickly.

Chop the parsley.

Choose a pot with a well-fitting lid and put in the ingredients in layers, starting and finishing with potatoes.

Pour in the liquid and season to taste.

Cover and put on a very low heat for about 2½ hours until the meat is tender and the potatoes have thickened the liquid.

(The dish may also be made with lamb, in which case it requires only 1½ hours cooking time.)

Definitions:-

To chop - to cut food into small even-sized pieces using a knife or food processor.

To peel - to remove the outer layer of a food.

To slice: cut into even-sized thin pieces using a sharp knife or food processor, eg slice the carrots.

To pour: To transfer a liquid from one container to another.

<http://www.learnenglish.de/recipespage.htm>

Name **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Activity Sheet A**

Directions:

Take a prepared food product and find out what the food is made from, the tings for preparation

Fill in the Food Detective Ingredient Chart with your clues.

|  |  |
| --- | --- |
| Food Detective ingredient chart | |
| Name of food \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Ingredients of food  (list of each ingredient below) | Things for preparation |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

|  |  |
| --- | --- |
| Food Detective ingredient chart | |
| Name of food \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Ingredients of food  (list of each ingredient below) | Things for preparation |
|  |  |
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|  |  |
| --- | --- |
| Food Detective ingredient chart | |
| Name of food \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Ingredients of food  (list of each ingredient below) | Things for preparation |
|  |  |
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**USDA – Ag in the Classroom-www.agclassroom.org**

*Баринова Т.Л. Рабочий лист  к проекту*

*“Famous people. Florence Nightingale”*

Задания для учащихся:

Работайте с текстом самостоятельно. Узнайте, почему британцы гордятся этой женщиной.

Сделайте предложенные задания.



Florence Nightingale

Florence Nightingale went to the Crimean War to nurse wounded soldiers. She and her nurses saved many lives.   Florence was born in 1820. She lived through the long reign of Queen Victoria. She died in 1910, after the age of electricity, cars and planes began.

Florence Nightingale made hospitals cleaner places. She showed that trained nurses and clean hospitals helped sick people get better. She was the founder of modern nursing.

**A**   Florence's father was William Nightingale, a rich banker. William and his wife Fanny went to Italy after they married in 1818. Florence was born in Italy on 12th May. She was named after the city of Florence.

**B**    Florence had an older sister, Frances Parthenope (known as 'Pop'). Pop was born in Italy too. The girls had lessons from their father. Florence was clever, and liked history and maths.

The Nightingales had a winter home in Hampshire and a summer home in Derbyshire. They had servants.

**C**   In Victorian Britain, poor women worked as servants or in factories. Rich girls like Florence were expected to marry and look after a home, perhaps doing charity work.

**D** Florence could go to parties. She could travel. In 1849 she visited Egypt. But she did not want a life of leisure. She wanted to be a nurse.

**E** When Florence told her parents, they were shocked. Hospitals at this time were dirty and horrible. Doctors did operations with no anaesthetic. Most people who went into hospital died. Florence could not possibly work as a nurse.

**F**    In 1851, Florence went to Germany, to a Christian nursing school for women. She learned nursing for three months. It was hard work, but she loved it.

In 1853 a rich friend asked Florence to run a London hospital for 'Invalid Gentlewomen'. There was no pay, but Mr Nightingale gave her money. She made lots of useful changes in the hospital. At home, when her father and sister became ill, Florence nursed them.

**G**    In 1854 the Crimean War began. Britain, France and Turkey were fighting Russia. The Crimea was part of Russia. British soldiers went to the war in ships.

People read about the war in newspapers. The news was at first bad. Many were sick. There was no proper medical care. Things got worse after battles. Army hospitals were filled with wounded men. But without nurses, more soldiers were dying from diseases than in battles.

Sidney Herbert was now Minister for War. He asked Florence to lead a team of nurses to the Crimea. This was her chance to do something important!

Florence and 38 nurses arrived in Turkey in November 1854. At first the Army doctors wanted nothing to do with her. Florence would not go away. So the doctors let the nurses into the Army hospital at Scutari. Florence got busy cleaning up.

What Florence did

Florence worked 20 hours a day. She went to the town to buy fresh food. She started clean kitchens, and a French chef named Alexis Soyer came to cook better meals. She paid workmen to clear the drains. Soon the hospital was cleaner, and fewer men were dying.

**H**  At night Florence walked around the wards, to make sure the men were comfortable. She sat with dying soldiers. She wrote letters home for men who could not write. She carried a lantern, so the soldiers called her 'The Lady with the Lamp'.

People in Britain gave money to a fund to help the 'Nightingale Nurses'. When Florence came home in 1856, people called her a heroine. The Sultan of Turkey sent her a diamond bracelet! Queen Victoria wrote a letter of thanks.

**I**  Later Florence met Queen Victoria. She told the Queen what was wrong with Army hospitals. Florence went on visiting Army camps and hospitals. She wrote letters to important people.

The Army started training doctors. Hospitals got cleaner. Soldiers got better clothes and food.

In 1860 the Nightingale Training School for nurses was opened at St Thomas's Hospital in London. Florence's book Notes for Nursing helped many student nurses. In 1907 she was awarded the Order of Merit. She was the first woman to receive this honour.

**Match the text and the title.**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** | **F** | **G** | **H** | **I** |
|  |  |  |  |  |  |  |  |  |

1.Florence's sister

2. Choices for Florence

3. First job in a hospital

4. What did most women do?

5.Florence's childhood

6. Meeting the Queen

7. The Crimean War

8. Why her parents said no

9. Walking with her lamp

**Answer the questions.**

1.    Have you ever heard about Florence Nightingale?

2.    How did she become famous?

3.    When did she live?

4.    What Florence Nightingale did

5.    What did most women do in Victorian Britain?

6.    Why was she named Florence?

7.    Why did the Queen meet with her?

**Complete the sentences.**

|  |  |
| --- | --- |
| During the Crimean War Florence… |  |
| She was born |  |
| In 1851 Florence went to |  |
| During the war in Turkey she had to |  |
| People in Britain gave money to |  |
| Her family was |  |
| People called her |  |
| The Nightingale Training School for nurses was opened in |  |

**Write an article about Florence Nightingale to our school newspaper.**

*Use a plan. Think about the title of your article.*

- her childhood

-her dream to become a nurse

- her chance to do something important

-why people are proud of her

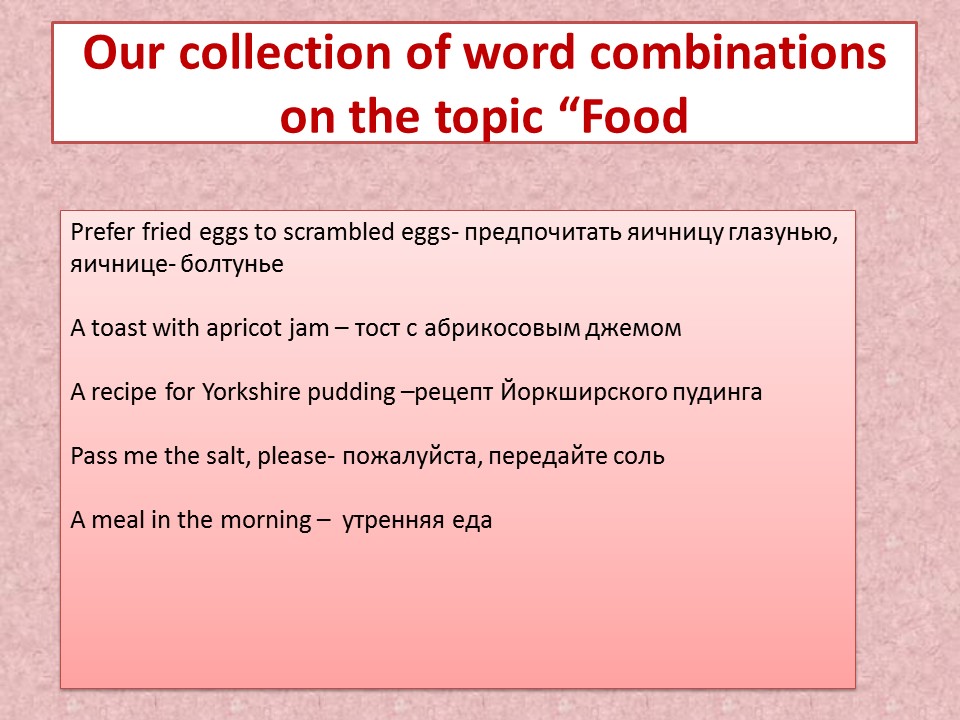
Ccылки на сайты с материалом и картинкой.

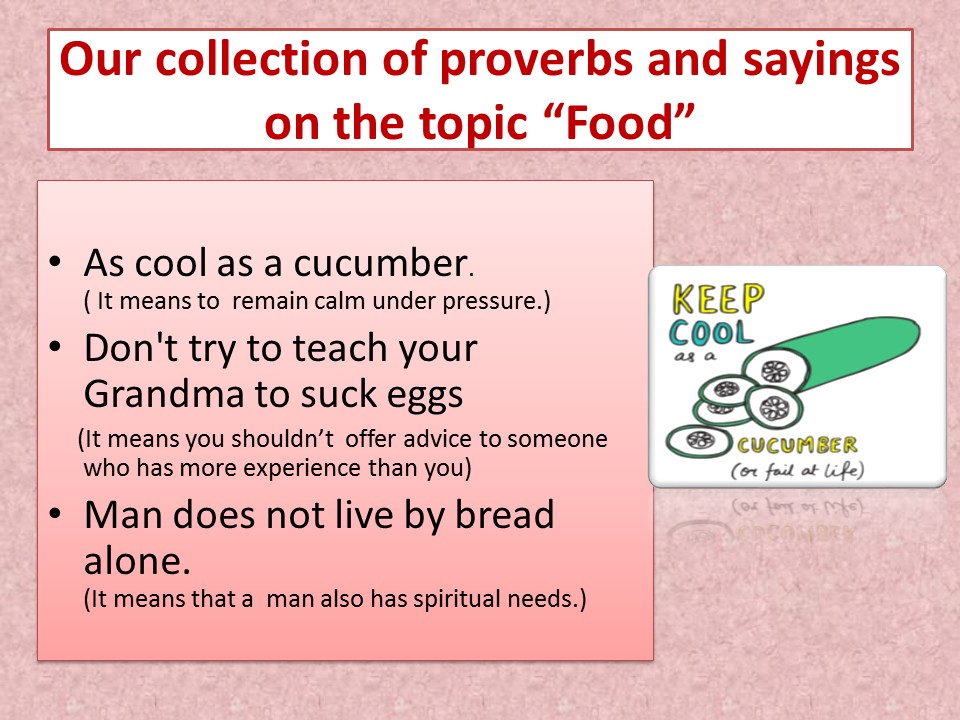
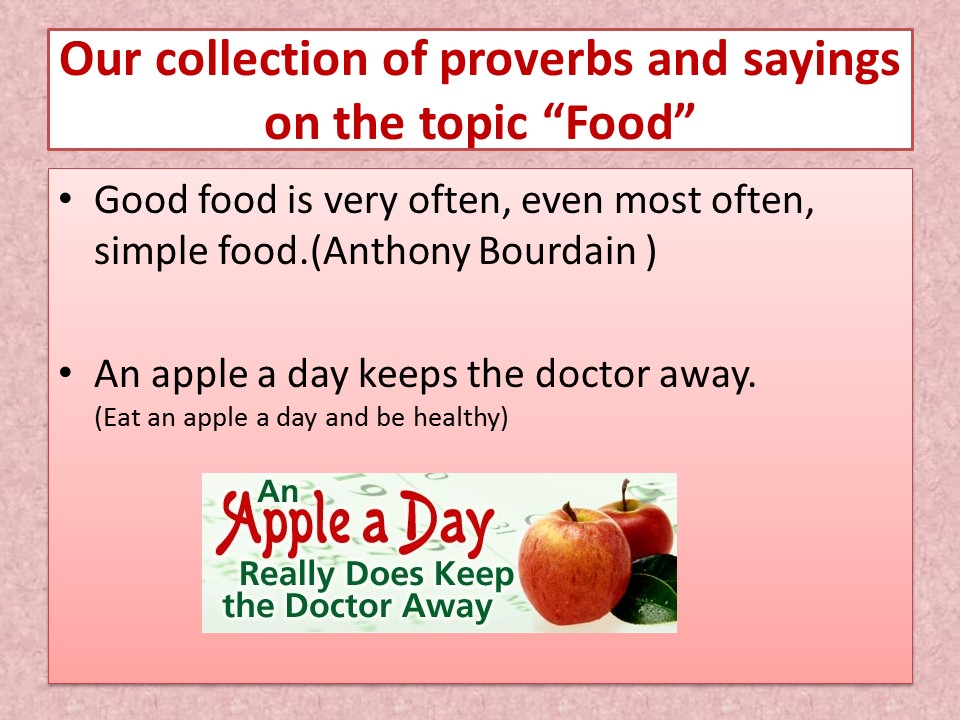
<http://www.bbc.co.uk/schools/primaryhistory/famouspeople/florence_nightingale/>

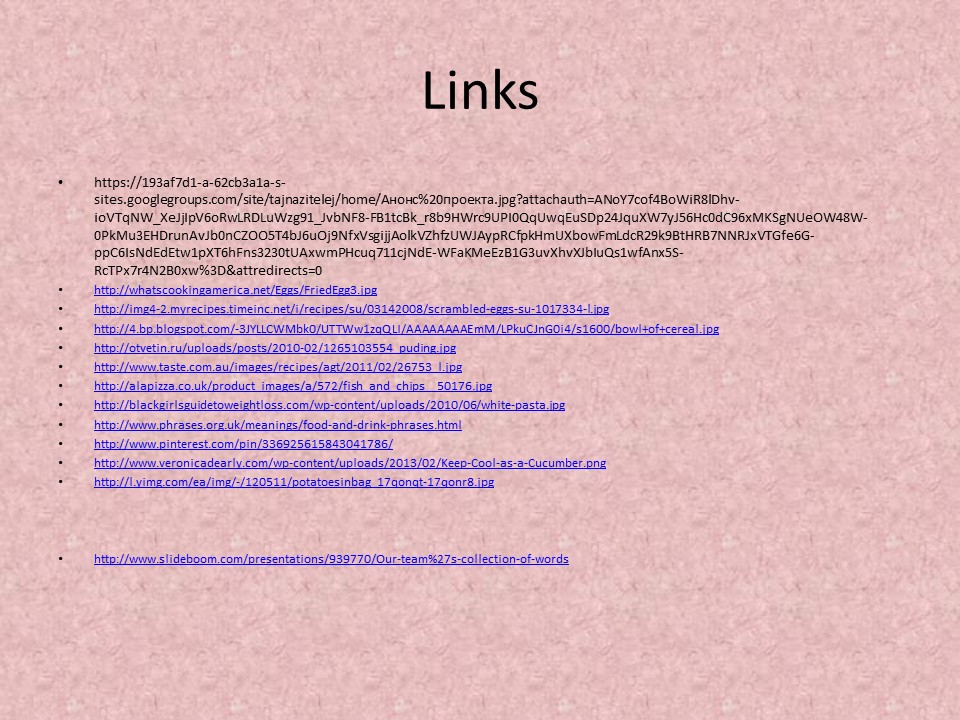
<http://www.bbc.co.uk/schools/primaryhistory/famouspeople/florence_nightingale/images/nightingale_portrait.jpg>

***Проект «Овсянка, Сэр?!» Создание словарика по теме «Еда»***



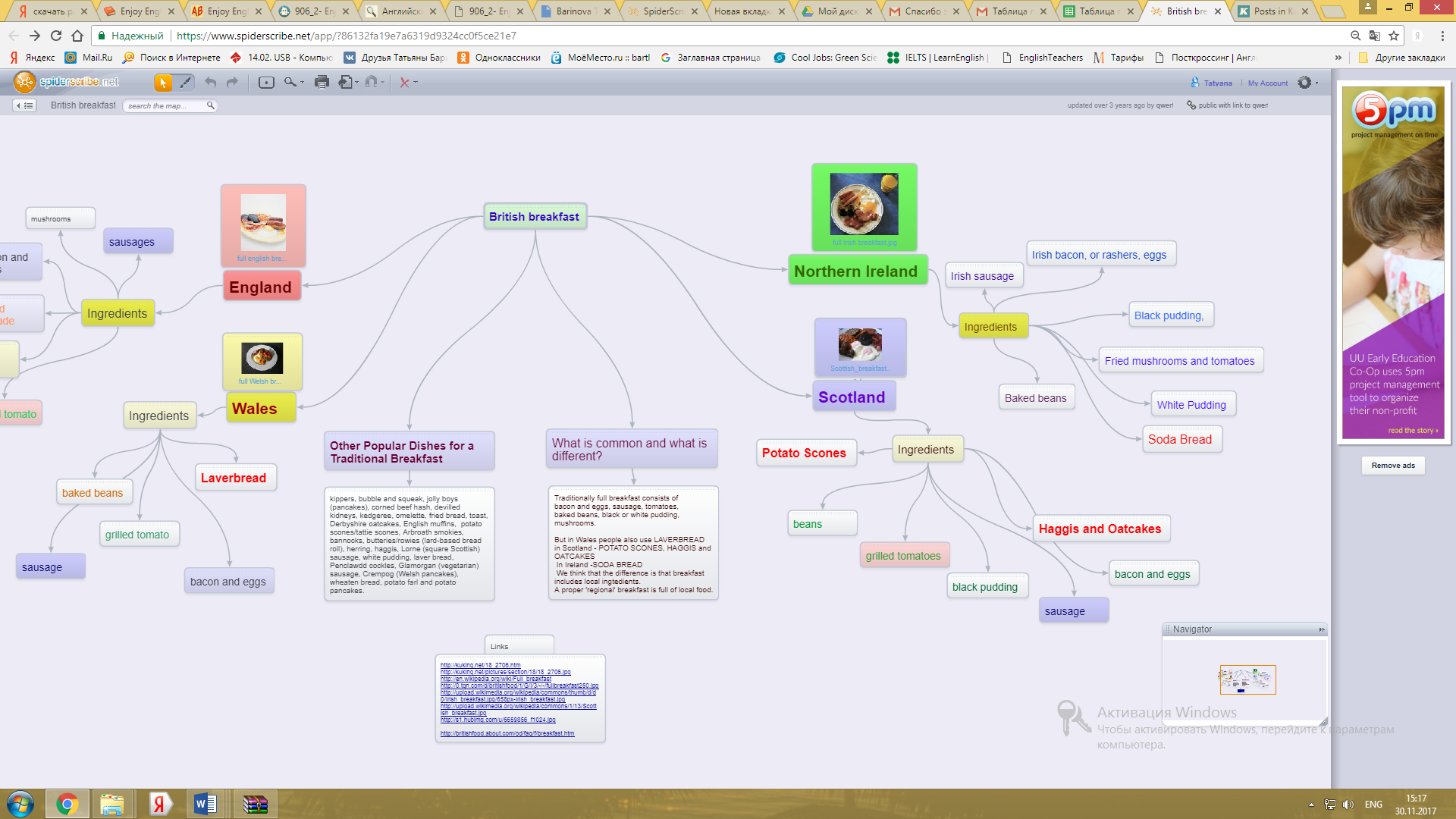






***«Ментальная карта» Mind map***

Итогом работы этапа изучения, сбора информации о еде в Британии, анализа и сравнения была составлена ментальная карта “British food” в рамках сетевого проекта «Овсянка, сэр! Тайна жителей Туманного Альбиона» (<https://www.spiderscribe.net/app/?86132fa19e7a6319d9324cc0f5ce21e7>)



***Использование таблицы Знаю-Интересуюсь-Умею***

Данный прием хорошо применять для актуализации знаний, для определения уже известных знаний и что необходимо узнать. Учащиеся заполняют таблицу, определяют, что нужно узнать и намечают способы добывания нужной информации. Если у них возникают трудности, учитель всегда придет на помощь и предложит возможные варианты поиска информации.

У**чебный проект: «Открой для себя кухню Британии» по теме «Еда, национальная кухня» 6 класс**

**Цель**: выявить исходные знания и нацелить учащихся на заинтересованную работу над  проектом.

|  |  |  |  |
| --- | --- | --- | --- |
| **Вопросы** | **Знаю** | **Интересуюсь** | **Умею** |
| Is British food popular ? |  |  |  |
| What reputation does the British cuisine have? |  |  |  |
| What traditional food can you see on national holidays? |  |  |  |
| Do they have a sweet tooth? |  |  |  |
| What does a pudding consist of?  Is it difficult to cook a pudding? |  |  |  |
| Would you like to taste traditional British dishes? |  |  |  |
| Would you like to tell and show traditional Russian cuisine to the British? How? |  |  |  |

***Применение игровых технологий***

1. Кроссворды, викторины в проектах «Достопримечательности Лондона», «Овсянка, сэр! Тайна жителей Туманного Альбиона», «Волшебный мир зарубежной литературы»

В рамках проекта было решено прочитать сказку и составить викторину.

Составление викторины по сказке “Lazy Jack” с применением интернет –технологий.

Пример викторины (<https://docs.google.com/forms/d/1lztZBvL5JrdGoLcDbtyeJoYbg3aj_jqkBtclK2Dzpdw/viewform?edit_requested=true>)

Задание - Read the English fairy tale "Lazy Jack" by Joseph Jacobs and do the quiz!

Начало формы

**1. Jack lived with his...**

Choose the right answer.

* +  parents  mother  uncle  sister

**2. Jack's family was rich.**

* +  true
  +  false

**3. Did he get a penny from a farmer on Tuesday?**



**4. What did he get for his work on Wednesday?**

Write the answer.



**5. “I’ll do so another time,” replied......**



**6. Who gave a large tom-cat to Lazy Jack?**

* +  a butcher  a farmer  a baker  a rich man

**7. When did it happen?**

Look at the picture and choose the right answer.





**8.What present did Lazy Jack get from a cattle-keeper?**

Write the answer.



**9. How could he marry to a rich girl?**

* +  He became rich.  His mother helped him.
  +  He made the girl laugh and she began to hear and speak.

**10. Has the tale a happy end?**

Конец формы

1. Ролевые игры «Встреча русских и английских школьников» в рамках проекта «Моя школа». Дети изучали школьную жизнь в России и Британии и итоговое занятие была встреча двух групп, на которой был представлен изученный материал в форме встречи британских подростков в нашей школе.

Ролевая игра «Кулинарное шоу» , проект «Открой для себя кухню Британии»

Учащиеся определили самое вкусное английское блюдо и представили его. Рассказ сопровождался действиями, были представлены ингредиенты, участники шоу задавали вопросы, обсуждали и выбрали самое вкусное блюдо.



1. Интерактивный рабочий лист к проекту «Известные люди»

Материал можно найти на сайте <https://docs.google.com/drawings/d/1VJHQNiMSVePUNNU-9L8DafKXyjovFqT-65bwgGiCp_8/edit>



1. На этапе рефлексии использую прием **«синквейн»,** например, изучив тему о необычных памятниках в Британии, ребята составили такой синквейн. Примеры можно посмотреть пройдя по ссылке <https://docs.google.com/document/d/1crRw_0BEBx8LH7PY7H3jFs5sbe6Z3hOmmy7G_zO81ts/edit>

**Синквейн команды “Young explorers”**

Памятники

Необычные , красивые!

Показывают, рассказывают, вдохновляют!

Они настоящие произведения искусства.

Невероятные!

Проект

Интересный, увлекательный!

Учит, занимает, захватывает!

Позволяет познать новое!

Команда!

**Пример синквейна на английском языке**

Team

energetic, helpful

to read, to argue, to agree

It’s unforgettable.

success