

**Образовательные технологии как объект педагогического выбора**

**ОТКРЫТЫЙ УРОК ДОМАШНЕГО ЧТЕНИЯ**

**ПО АНГЛИЙСКОМУ ЯЗЫКУ ПО ТЕМЕ «ПРИКЛЮЧЕНИЯ**

**НА ДИКОМ ЗАПАДЕ» (ИТОГОВЫЙ УРОК ПО КНИГЕ Т. М. РИДА**

**«ВСАДНИК БЕЗ ГОЛОВЫ»)**

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**Аннотация.** Данный урок рассматривает примеры использования различных приемов и стратегий ТРКМ на уроках английского языка при работе с информацией и лексическими единицами.

**Ключевые слова:** домашнее чтение, английский язык, урок, Томас Майн Рид, Всадник без головы, образовательные технологии, технология развития критического мышления.

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**BASIC TECHNIQUES AND METHODS OF WORK WITH**

**FIRST-YEAR STUDENTS DURING SINGING PRACTICE**

**(ON THE EXAMPLE OF OPEN LESSON ON THE THEME**

**«THE KINGDOM OF SINGING»)**

**Abstract.** The article reveals the basic methods of work with novice vocalists, the game technique. The motivation for further successful training in vocal art is created by demonstrating positive results of the student's activity at the final stage of the singing practice. Through the game a student is involved into creative process, ex-

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*periencing interest in music, and he or she learns to use skills acquired during a year. These skills are aimed at correct formation and vocalization of vowel sounds.*

**Key words:** *methods and techniques of work with students, formation and vocalization of vowel sounds, musical thinking, development of musical ear and singing skills.*

**Ц**ель урока: развитие коммуникативной компетенции через работу с текстом и лексическими единицами

Задачи:

Личностные:

- развивать умение формулировать и обосновывать свою точку зрения;
- стимулировать у учащихся интерес к изучению английского языка;

Метапредметные:

- развивать умение создавать обобщения, классифицировать, самостоятельно выбирать основания и критерии для классификации;
- продолжить формирование навыков смыслового чтения.

Предметные:

- продолжить формирование грамматических и лексических навыков

Оснащение урока: Интерактивная доска Smartboard, раздаточный материал, постер “WANTED” в стиле времен Дикого Запада, шляпа шерифа.

Ход Урока:

Приветствие:

Учитель: - Hello dear friends! I'm glad to see you. Today we are having a special lesson because we've finally finished reading our very interesting book “The headless horseman” by T. M. Reid.

At the lesson today you will have your chance to speak on different topics, to give your ideas, to tell stories. Please, be active and be creative, help each other and support each other. I give out Evaluation Cards and at the end of the lesson you will

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fill them in to see if you managed to do it successfully. And first of all - a traditional question:

Did you like this book? Was it interesting? What did you feel when you were reading? Did you like or dislike any of the characters? Whom? Why? Did you want to help the characters? To protect them? To give advice? Whom did you want to help?

(words feel, like, dislike, help, protect, give advice - on the SMARTBOARD)

Вызов:

But how could you do it? It was impossible. Because you were just readers. Now your dream is going to come true. Because you are going to travel right now. Ready? But that would be a very unusual travel. We are going to the Wild West.

Close your eyes.... (I put on the sheriff hat, cowboy music and pictures on the SMARTBOARD)

- Hello guys! Welcome to America! Glad to meet you! I'm a very important person here, really. I'm a Sheriff from Washington. A big boss! And I have a very special mission here. I've got bad news. Do you know what happened here? It's a crime. A murder. A young fellow was killed. But some people say that the trial was unfair. And wrong man was punished. To my mind there is really too much mystery, even ghosts! So I'm here to find out the whole truth myself. But the problem is, you know, I'm a quite new person here. I don't know anybody. Can you help me?

Осмысление содержания:

So yesterday I asked several witnesses and they described some people involved in the case. I want you recognize them.

AUDING ON THE SMARTBOARD:

№ 1: This man was an ex-officer of volunteers. He was wearing a dark blue military suit and a cap. He was about 26 or 27.

№ 2: He was a handsome young man of not more than 25 with a noble and friendly face. He was dressed in a Mexican costume

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№ 3: That was a very good hunter and a tracker. He was very tall and big. He was dressed in a woolen coat.

№ 4: This man was in his mid-thirties. His face was handsome, but he had something cold and cruel in his eyes.

№ 5: She was a young and very beautiful lady with white skin and pretty blue eyes. Her smile was so attractive

(pupils listen to the descriptions and tell the names, I write numbers and names on the board: Zeb Stamp, Louisa, Maurice Gerald, Cassius Calhoun, M. Diaz)

Do you agree? Are they right? Well done, thank you! By the way, I need their portraits. Can anybody draw them? And can you tell me what they are like?

(kind, brave, honest, strong, coward, proud, friendly, noble, rude, helpful, clever, gentle, handsome, beautiful) Names and adjectives on the SMARTBOARD.

Will you please come here and put these traits of character to the names. I see. Thank you. Are the portraits ready? (I put the portraits on the board) Oh, a good job! Do they look like real?

You know, now I suspect all of them.

How do you think? Can they all be suspected? But first of all, I think it's very important to find out what they were doing at...By the way - when did it happen?

Pupils : at night

How? Who knows? Can you tell me? OK I'll listen to all of you

Pupils tell in turns

Oh, I see. Now let's check who could do it.

Louise? Oh yes, it's her! She was afraid that Henry would tell everybody about her and Maurice Gerald! Such shame!

Pupils : no she was his sister,

Where was she that night?

stayed at home

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Zeb? Of course! He was Maurice's friend! And Henry quarreled with Maurice.

Pupils: no, he was hunting

Did he know about the quarrel?

Pupils: No

Diaz? I hear he can kill anybody for money!

Pupils: he could, but he was sleeping drunk

Maurice? Yes, he could also do it. May be he didn't forgive him for the quarrel? Where did he go?

Pupils: went to the forest

The same direction with Henry??? Aha!

Calhoun? Oh no, it's impossible! Where did HE go?

Pupils: went to the forest

He also? I can't understand anything!

Ah, yes! By the way! About the forest. I also have some evidence. ( picture of Indian clothes and cards ) Was found in the forest. I think Indians were playing cards and suddenly something happened...

Guys! Of course!!! Those were Indians! They killed young Poindexter! Oh! I'll find them! I'll punish them!(put the picture on the poster WANTED)Do you agree?

Pupils: no, that could not be Indians. They don't ride shod horses.

And they don't play Mexican cards.

Oh, really? Well than Maurice Gerald and Cassius Calhoun left.

Now tell me more about them:

Did they hate Henry?

Did they quarrel with him?

Did they have the reasons to kill Henry? On the SMARTBOARD

When did they see him last?

When did they come home that night?

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Now I'm totally sure that Maurice killed Henry!!! (put his portrait on the poster WANTED) And he invented that mysterious story with a ghost. Have you seen it?

( video of headless horseman on the SMARTBOARD)

Now tell me, it is a dummy, is it?

Pupils: no, it's the dead body of Henry. ....

Yes, I know he invented such a fascinating touchy story at the court. I've heard it.

Have you been to the court that day? (video of Maurice 's speech at the court on the SMARTBOARD) But who can prove it? I don't believe until I have proof. That's my rule! Oh, I forgot I have some more evidence

Cigar, bullet, broken horseshoe

They were found by Zeb Stump. But I can't see how they could be connected with the murder. May be you ... If you talk to each other...

Can you explain it to me?

What does it prove?

1. cigar: they wouldn't smoke if they quarreled

2. horseshoe: Zeb Stump the horse with a broken horseshoe in Poindexter 's stable

It belonged to Cassius Calhaun

Do you believe it's possible to tell this if you just look on the ground and see these marks? Can you also see it?

3. the bullet: it was taken out of the body. It has letters CCC. That means captain Cassius Calhaun

Oh, it's serious proof. But, sorry guys! Do you mean that Cassius Calhaun killed his own cousin? But why? He had no motives!

Pupils: by mistake. He didn't know that they exchanged clothes.

So he wanted to kill somebody? Whom? Why?

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Pupils: he wanted to kill Maurice. He was jealous.

Oh ! Now I see that Maurice Gerald is innocent. The trial was fair (take off the Maurice's portrait). Calhaun deserved his punishment.

Thank you so much guys. You helped me a lot. You are so smart. So I want to give you certificates. They are from Washington. They have the stamp and the signature.

Now you will be accepted in any court of American States! Good bye guys!  
(take off the hat)

Рефлексия

And now welcome back, dear friends!

Did you like your travel? Was it useful?

Did you have chance to help your favourite characters?

Are you satisfied? Did you like your work?

Now please fill in your evaluation cards.

As for me, I liked your work at the lesson. You did your best. Well done!

Now our lesson is over. Thank you! Good bye!

Данный урок был проведен в 7 классе на уроке литературного чтения на английском языке. Это был заключительный урок (обобщение пройденного материала) по книге М.Рида "Всадник без головы".

### **СПИСОК ЛИТЕРАТУРЫ**

1. Thomas Mayne Reide, *The Headless Horseman*. – М.: Айрис-пресс, 2017. – 224 с.