**Урок английского языка по теме «the Family Weather».**

**6-й класс**

**Учитель: Булай Е.И.**

**Задачи урока:**

1. *Воспитательная* – создать условия для осознания роли семьи, своих обязанностей; уважение к партнеру при работе в группах и парах.
2. *Развивающая* – способствовать развитию памяти, внимания, воображения, умению выражать и обосновывать свою точку зрения.
3. *Образовательная* – способствовать расширению кругозора учащихся.
4. *Практическая* – проконтролировать навыки устной речи (диалогической и монологической) по теме «Семья. Взаимоотношения в семье», активизировать грамматические навыки по теме «Времена английского глагола», учить рассказывать о своих обязанностях в семье, совершенствовать навыки чтения.

**План урока:**

1. Орг. момент.
2. Фонетическая зарядка.
3. Сообщение темы.
4. Проверка домашнего задания.
5. Актуализация навыков перевода, лексики по теме «Преимущества семьи».
6. Активизация лингвострановедческого материала.
7. Развитие навыков чтения, выход в речь.
8. Физкультминутка.
9. Активизация навыков письма по теме «Домашние обязанности» с выходом в речь.
10. Актуализация грамматических навыков (времена английского глагола) и лексики урока.
11. Актуализация навыков устной речи «Мои обязанности по дому».
12. Рефлексия.
13. Итоги урока. Оценивание. Домашнее задание

.**Учебно-методическое обеспечение:**

– *учебные пособия*

– *электронные пособия*

– *оборудование*:

* Аудиомагнитофон; видеозапись
* Таблицы (грамматические, фонетические);
* Предметы: картинки по теме «Семейные обязанности»; текст стихотворения «Как появилось слово «семья»?

– *дидактические материалы:*

* Activity Sheets (индивидуальные карточки);
* Примеры речевых клише;
* Стихотворение “Family”;
* Образец текста «Мои обязанности по дому».

**Ход урока**

**I. Орг. момент**

Stand up! Are you ready? (*Yes, we are*). OK, let’s start.

Good afternoon everybody! Sit down.

To begin with, **N**, I’d like you to prepare the weather report.

And you, **Y**, come here, please, face the class and ask our traditional questions.

I’ll give you ideas – date, day, timetable, theme.

Thank you, take your place.

N, it’s your turn. What can you tell us about the weather? …. Thank you. Believe me it was very convincingly.

**II. Фонетическая зарядка**

You see, to know the weather is very important and useful. And I have a nice tongue twister for you. It’s also about the weather. You can see it on the screen/ blackboard.

But at first read these words, they‘ll help you to understand the tongue twister.

the weather – погода

to weather – выдерживать, выносить

whether – ли (союз)

Listen to me and follow my reading.

Let’s train the sounds [w], [ð].

Repeat after me:

Whether the weather be fine
Or whether the weather be not.
Whether the weather be cold
Or whether the weather be hot.
We’ll weather the weather whatever the weather
Whether we like it or not.

Now I want you **N** to read it.

OK, find the main line and read it to the class.

Let’s play the memory game. The weather is rainy and some words are washed off. Try to read it without these words.

Who can tell us the main idea of this poem?

(*On the one hand, we must be very strong to weather any weather, but on the other hand, we should welcome any weather we have and be thankful to the nature.)*

**III. Сообщение темы**

You are quite right. As you see we have to weather whatever the weather there, outdoors, but today I’d like us to discuss the very different weather – the Family Weather. (the “weather” in our families)

I’d like to have a talk about what is going on inside our houses and in our families.

So today we’ll know **what makes the Family Weather: relations and responsibilities.**

**IV. Проверка домашнего задания**

But first of all let’s check up your homework. Make groups of two and get ready to act out the interview dialogues about your families. You have 2 minutes. / Your time is up.

Who wants to answer the interview questions?

* *Could you answer some of my questions about your family?*
* *What would you say your family is like?*
* *Would you describe your mother, I mean, what are her main characteristics?*
* *And what about your father?*
* *Have you got any brothers or sisters?*
* *Do you get on well with them?*
* *What are your mother’s/ father’s hobbies?*
* *Does your brother play any musical instrument?*
* *Do you love your parents?*

Good, your family can be proud of you.

**N**, have you got a family? Can you tell us some words about your family? – *OK, with pleasure*.

Tell me: What would you say your family is like? In short. (My family is …)

(опрос нескольких уч-ся, демонстрация минипроектов с фотографиями семьи)

**V. Актуализация навыков перевода, лексики по теме «Преимущества семьи»**

Everybody understands that to have a family is good. But what are the advantages of the family?

Let’s do the task and clear it up.

Take the sheets of paper with the task and do it, please.

Match the English and Russian sentences.

1. A family is a place where love and faith dwell.
2. You feel protected in the family.
3. It’s lovely to have the family round you and to know that they are interested in you.
4. A family has things together: like dreams and hopes and memories and smiles.
5. It is a shelter from the storm, a friendly port when the waves of life become too wild.
6. В семье ты чувствуешь себя защищенным.
7. В семье все общее: и мечты, и надежды, и воспоминания, и радости.
8. Это укрытие от бурь, дружелюбный порт, когда начинают свирепствовать волны жизни.
9. Семья – это место, где живут любовь и верность.
10. Приятно иметь семью и знать, что она тобой интересуется.

Have you done? Look at the key on the screen/blackboard and check your answers. Now, count your points.

Who has 5 points? So, your mark is five. **N**, how many points have you got? …

Let’s read and translate these sentences.

**VI. Активизация лингвострановедческого материала**

As you see a family gives us a lot of advantages, but in our turn we must take care of it. The family weather depends on relations among their members and how properly they can share their responsibilities.

By the way, do you know the legend about how the word *семья* appeared?

Listen to me then.

Как появилось слово «семья»?
Когда-то о нем не слыхала земля.
Но Еве сказал перед свадьбой Адам:
Сейчас я тебе семь вопросов задам:
Кто деток родит мне, богиня моя?
И Ева тихонько ответила: «Я».
Кто платье сошьет, постирает белье?
Меня приласкает, украсит жилье?
Ответь на вопрос, подруга моя?
– «Я, я. я» – Ева молвила – «Я».
Сказала она знаменитых семь «Я»
И так на земле появилась семья.

Have you ever read it? Did you like it?

**VII. Развитие навыков чтения, выход в речь**

So every member in the family should have some responsibilities. Take your books open them at page ….

Let’s read ex… and find out what parents think about their children’s responsibilities.

(читают по цепочке)

What do you think about it? I ‘d like you to work in groups, discuss it and share your thoughts. But this group will agree with the parents, but that one will disagree with them.

There are some ideas on the table, you can use them.

Are you ready? Who will tell us the opinion of your group?

– *We think that these ideas are too categorical. We believe that all members of the family should share the responsibilities, each person should do something they like more, they are good at, or they have time for.*
*+ We don’t agree that these ideas are too categorical. We think we should learn to be good family members , we should learn to do different household duties and, of course, help our parents*

Now let’s read ex… to know what children think about their parent’s responsibilities.

(читают по цепочке)

Let’s go on our discussion and our work in groups.

Your time is up.

Tell us what you think about it.

+ *We agree with most of the ideas. We think the most important thing that parents must do for their children is to understand them and try to give them more attention.*
– *We can’t agree that parents must help their children with all problems they have at school. We believe a person should learn to solve their problems themselves.*

**VIII. Физкультминутка**

Игра “Mingle” Уч-ся перемещаются по классу. По команде “Stop” они останавливаются и задают вопрос “How many people are there in your family?” Учитель отвечает: “Two (three, five,four), а уч-ся быстро формируются в группы с названным количеством. Кто не успел определиться, тот проиграл и садится на место.

**IX. Активизация навыков письма по теме «Домашние обязанности» с выходом в речь**

The next question we shall discuss is “Household duties”

No doubt we should have some of them. Open your workbooks at page 63, ex 18.

Read the task

**N**, come here. You’ll write responsibilities for girls and you, **Y** will write responsibilities for boys.

(**N** и **Y** пишут на доске, а класс в рабочих тетрадях)

Who can continue the list?

Please choose responsibilities you don’t like to do and underline them.

Tell us about your responsibilities, use ex 26 in WB as an example. Let’s work in chain.

**X. Актуализация грамматических навыков (времена английского глагола) и лексики урока**

Let’s combine pleasant things and useful ones. Let’s review grammar, English tenses, ex. 23 p.64 in WB.

It’s time to check and explain your answers. Exchange your WBs with your desk mates. Read the 1st sentence and explain. … There is the key. Count the right answers. Give back the WBs.

Which of you hasn’t made any mistake? Very good…

**XI. Актуализация навыков устной речи «Мои обязанности по дому»**

Get ready to tell about your responsibilities. This text can be used as an example. Get ready.

Please, tell us what responsibilities you have at home.

(At home I must do my bed every morning, do my room once a week and help my mother clean the flat. I also go shopping when my mom doesn’t have time and I always clear up and wash up after dinner. To take care of our cat is my responsibility, too. I really like washing up and helping my mom cook. Besides, I like to iron, and though it isn’t my responsibility, sometimes I do it instead of mom. What I really hate is doing my room and cleaning the flat. I hate washing the floor, dusting and vacuuming.)

Close your eyes now open them. What can you see on the blackboard?

(a fireplace in the house) Let’s make fire and warm our house.

There is some wood. Tell us about your responsibilities and put your piece of wood into fire.

The more responsibilities you have the brighter our fire is and the happier our family will be.

(Уч-ся подходят к камину, называют обязанности и подкладывают дровишки в «огонь».)

OK, I think you are good sons and daughters.

**XII. Рефлексия**

Coming to an end of our discussion, what conclusion can we draw? What are the most important ideas of our lesson?

*(We must take care of our families, help each other, do things together…)*

**XIII. Итоги урока. Оценивание. Домашнее задание**

Time flies. Our lesson has come to an end.

I like your work today. You were active and worked properly. Your marks are …. .

Open your report books, put down your home task.

And now I’d like to give you little presents. This is a poem. There are a lot of good words about families in it. I hope you would like to learn them. That is all for today.

The lesson is over. You are free. Good bye!