Урок домашнього читання на тему:

***«Чарлі та шоколадна фабрика.***

***Хлопчик, який ніколи не припиняв мріяти»***

*(за одноіменним твором Роальда Дала)*

4 клас

(поглиблене вивчення англійської мови)

(проведено 19 лютого 2016 року в рамках **семінару-практикуму для молодих учителів  англійської мови на тему:** «Сучасні підходи  до організації навчально-виховного процесу з англійської мови. Залежність успішності уроку від вибору моделей, методів і технологій навчання»)

 *Лариса Ткачук,*

 *вчитель англійської мови*

 *Городенківської ЗОШ І-ІІІ ст. №1*

**Цілі цього уроку**:

* Навчити читати уривок адаптованого літературного твору з певною кількістю невідомої лексики та знаходити потрібну інформацію; вчити здогадуватися про значення невідомих слів з контексту; вчити використовувати мовні опори для діалогічного та монологічного мовлення; давати характеристику герою твору (аналізувати вчинки і ставлення до інших, висловлювати своє ставлення, порівнювати з іншими героями твору), вчити елементам коментування побаченого чи почутого; вчити аргументовано висловлювати власну думку;
* розвивати творчу уяву дітей і логічне мислення; вдосконалювати навички переказу прочитаного, навички усного монологічного і діалогічного мовлення; формувати вміння аналізувати й узагальнювати;
* виховувати уважного читача; стимулювати дитячу допитливість та любов до читання, бажання долучитися до світової літературної скарбниці; виховувати доброту, людяність, щирість, ввічливість.

Тип уроку: комбінований (засвоєння нових знань і застосування раніше набутих навичок і вмінь)

Прийоми і методи: постановка проблемних запитань; побудова асоціацій; діаграма Вена; ажурна пилка (читання в парах, обговорення в групах); мікрофон, рольова гра, взаємне навчання.

***‘Charlie and the Chocolate Factory’:***

***the Boy Who Never Stopped Dreaming***

**Evocation (Actualization)**

***1.Topic and Aims of the Lesson***

**T.:** We are to speak about Charlie, the boy who never stopped dreaming.

 I’ve brought you some stuff. Have a look. Who or what do you think of when you see a toothbrush/ a nut/ a head of cabbage/ a computer mouse/ chewing gum/ a dollar/ a violet box?

*(the teacher shows the objects to the learners)*

**T.:**Please answer my questions:

* What was Charlie dreaming of?
* Who was he? Where did he get the money?
* What did he do with the money?
* Why did other kids get into trouble?
* Did they deserve their punishment?
* What happened to the kids?

**T.:**By the end of the lesson we will have answered these questions:

* Is Charlie rich? Why do you think so?
* How are the kids different/ alike?
* What advice can you give to each of the kids?

**T.:** Your homework for the next time. You can choose any task you like:

 *1)draw your candy of a sweet factory and explain why it’s so special (10 points);*

*2)compare your character and Charlie’s character using the Venn Diagram (10 points);*

*3)write a short essay (10 sent.) about how you imagine Charlie in 20 years*

*(a successful businessman, his family) (12 points)*

***Realization of meaning (Building knowledge)***

**1.Video clip**

**T.:** Let’s watch a short video clip from the movie based on the book.

***1a. Before-Watching Task***

**T.:**First let’s make it clear: who said that? Make your predictions. What words make you think so?

*(the teacher shows the quotes from the clip, the learners do the guessing)*

* -That’s just unexpected and …weird. (said by Willy Wonka)
* -Sure you won’t change your mind? (said by Willy Wonka)
* -I won’t give up my family and friends for any chocolate in the world.

 (said by Charlie)

***1b. While-Watching Task*** *(the teacher makes pauses and asks the questions)*

1. Who is this? (Willy Wonka, the owner of the factory)
2. Why has he come? (he wants to give Charlie the factory)
3. Will Charlie agree to leave his family? Why? How did Wonka feel?

***1c. After-Watching Task***

**T.:**What does this episode teach us? Money can’t buy you love! Is it true?

**2.Roleplay**

**T.:** Let’s meet Willy Wonka! You’re welcome to interview him! *(the presenter takes a microphone, asks Willy if he doesn’t mind answering some questions, and the kids ask the questions, e.g. ‘Where do you live?, Do you like your factory?, What’s your favourite candy?, Have you got a family?, Have you got a girlfriend?’, etc.)*

**3.Jigsaw Reading**

*(I have 8 students in this class. First the learners work in pairs, then they join in two expert groups – ‘Toffees’ and ‘Lollies’.**Their badges have been made beforehand)*

**3.a Paired Reading**

**T.:** In pairs you are to read some passages from the original story. Every pair should answer one question.

 *(the kids are reading and translating their questions)*

***Pair 1:***Why did Mr. Wonka ask Charlie if the boy loved the chocolate factory?

***Pair 2:*** Why was Willy Wonka pleased with Charlie’s answer?

***Pair 3:*** Why wasn’t a grown-up person any good for running the factory?

***Pair 4:*** Why do you think Charlie agreed to run the factory?

**T.:** You have 4 minutes to read your passage and put down the answer to the question on the card.

 *(each kid in a pair gets a card)*

***Card for Pair 1:*** How I love my chocolate factory,’ said Mr Wonka. Then he looked at Charlie with a most serious expression on his face. ‘Do you love it too, Charlie?’ he asked.

Oh, yes,’ cried Charlie, ‘I think it’s the most wonderful place in the whole world!’

**Why did Mr. Wonka ask Charlie if the boy loved the chocolate factory?**

**Your answer:**

***Card for Pair 2:*** ‘I’m very pleased to hear you say that,’ said Mr. Wonka. ‘Yes,’ he said. ‘And now I shall tell you why.’

‘Listen,’ Mr. Wonka said, ‘I’m an old man. I’m much older than you think. I’ve got no children of my own, no family at all.

**Why was Willy Wonka pleased with Charlie’s answer?**

**Your answer:**

***Card for Pair 3:*** So who is going to run the factory when I get too old to do it myself? I don’t want a grown-up person at all. A grown-up won’t listen to me, he won’t learn. He will try to do things his own way. So I have to have a child.

**Why wasn’t a grown-up person any good for running the factory?**

**Your answer:**

***Card for Pair 4:*** I want a good sensible loving child, one to whom I can tell all my most precious ['preʃəs] sweet-making secrets – while I am still alive. I decided to invite five children to the factory, and the one I liked best at the end of the day would be the winner!

**Why do you think Charlie agreed to run the factory?**

**Your answer:**

**3.b Small Group Discussion.** Toffees, join together and come up to this desk, the other group of Lollies, come up to your desk. You have become experts in your questions, your task is to teach it to your friends in the group. You have 4 minutes for the activity. If you need any help, just put up your hand.

*(one by one, the learners answer their questions in the expert groups)*

**3.c Class Discussion.** Your time is up. Please get back to your seats in pairs. Now we are discussing these questions with the whole class.

*(the kids are answering questions of other groups: Pair 1 is asked to answer Question 4, Pair 2 – Question 3, Pair 3 – Question 2, Pair 4 – Question 1)*

***4. Mover.* T.:**Let’s do some dancing! *(the kids sing and dance)*

***Cotton Candy Song***

Pink and sticky cotton candy, cotton candy nice and sweet.

I love sticky cotton candy, pink and sweet and good to eat.

Cotton candy, cotton candy, cotton candy on a stick.

Look! There’s Sandy eating candy.

Look! There’s Andy. Look! There’s Rick.

Look! They’re buying cotton candy,

cotton candy nice and sweet.

I love sticky cotton candy, pink and sweet and good to eat.

***5.Categorising: Traits of Character***

**5.a *Sweet or Sour?***

 **T.:** Which traits of character are good and bad? Let’s define together

*(the whole class is working with the chart, defining ‘sweet’ and ‘sour’ traits)*

***Traits [treɪts] of Character ['kærɪktə]***

|  |  |  |  |
| --- | --- | --- | --- |
| Caring | Sympathetic | Naughty | Kind |
| Giving | Nasty | Disobedient | Open-hearted |
| Chatterbox | Humble | Polite | Selfish |
| Obedient | A spoilt brat | Lazy | Optimistic |

**5.b *Paired Summarizing***

**T.:** Working in pairs, compare and contrast two characters. Use the Venn diagram and these traits of character. How are the kids different/ alike?

*(in pairs the kids present their diagrams and pictures: Pair 1 compares and contrasts Mike and Violet; Pair 2 – Augustus and Veruca; Pair 3 – Charlie and Augustus; Pair 4 – Violet and Charlie)*

***Reflection (Consolidation)***

**Giving Advice**

**T.:** The children have changed. Their appearances have changed. What about their characters? Take **a microphone** and give some advice to each child so that they can improve their characters. Start like this: Mike should…, Veruca should…, etc.

*(in a chain fashion, the learners choose a character from the story and give him or her a piece of advice)*

* eat fruit or vegetables instead [in'sted] of (замість) chewing gum
* think before you act
* be optimistic, be smart, be obedient, be open-hearted
* watch TV less
* spend more time outdoors
* read a book/ go for a walk
* take up an interesting hobby
* do sport, eat healthy food
* get rid of bad habits ['hæbit] звичка

**T.:** Let’s get back to our **problem question**: Is Charlie rich? Why? What does the story teach us?

**T.:** You’ve done a great job today and all of you deserve high marks.

**T.:** By the way, Mr. Wonka asked me to give you some **sweet presents with small messages**. Choose and read.

*(the teacher opens a box with small chocolates, a short message is attached to each of the chocolates; the learners choose a chocolate, read the advice, agrees or disagrees to follow it)*

|  |  |  |
| --- | --- | --- |
| Stay sweet! |  Be polite! |  Help about the house! |
| Read a lot! |   Be smart! |  Be friendly and helpful! |
| Smile a lot! | Speak good English and be happy! |  Never give up! |

**T.:** The lesson is over. See you next time.