

**Автономная некоммерческая организация
дополнительного профессионального образования
«Центр дополнительного профессионального образования»**

МЕТОДИЧЕСКАЯ РАЗРАБОТКА
Сценарий праздника «Основы Хэллоуин»

Возраст обучающихся: 12-13 лет
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г. Выборг
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Тема мероприятия: Сценарий праздника «Основы Хэллоуин»

Цели мероприятия:

- Практическая цель: закрепление изученного лексического и грамматического материала.
- Развивающая цель: Заинтересовать детей в изучении английского языка как средства для ознакомления с традициями англоязычных стран
- Воспитательная цель: Активизировать у учащихся творческие способности при подготовке и проведении праздника.
- Образовательная цель: развитие общего кругозора учащихся.

Оснащение:

- раздаточный материал,
- компьютер,
- презентация, подготовленная к мероприятию,
- колонки,
- аудиозаписи,
- проектор,
- доска.

Лексический материал:

Pumpkin , skeleton, arrange, party, ask for, candy, grown-up, witch, ghost, costume, «Trick or treat», carve a funny face, Jack-o-lantern, masks, monster, Halloween

Ход мероприятия:

Этап 1.

Организационные моменты

(The teacher says) Good morning, dear boys. Good morning, dear girls. I'm glad to see you. How are you?

(Children answer: "Fine, thank you"). (slide 1)

(The teacher says) Today we're going to have a

(Three children come out from the cartoon tree)

The first child It's Halloween! It's Halloween!

The second child The Moon is full and bright!

The third child For all tonight it's Halloween!

All together Happy Halloween! Happy Halloween to all!

(The teacher says and shows) Oh! We're scared! We're frightened! Take your seats! Quickly!

Целеполагание, мотивация учебной деятельности

So we're going to have a very unusual lesson. (slide 1)

We're going to

- sing songs
- read and speak about Halloween
- do a very interesting task using computer technology
- play some games

(Children look at the screen)

(The teacher says) That's all for Halloween! Let's begin!

Today all of you are three teams. You're the first team. You're the second team. You're the third team. Look at your desks. There are some very nice things there. They're your symbols. Take and put them around your neck. Well done!

(Children put on their symbols on their necks)

2 этап.

1. Включение учащихся в речевую деятельность, систематизация изученной ранее лексики (8 мин.)

(The teacher says) So, the first team, what is your symbol?

(The children answer) - It is a witch.

(The teacher says) Yes, you're right. You're the team "Witches", you're going to sing the song ***Walk Like a Ghost***

You need to use some verbs, so let's brush up some of them.

Now let's play a little. We need three pupils – one from each team. Come to the board, please. Well done! Take these cards. Don't show them. Read the verb and show the action to us. And we'll guess what it is! Let's do it.

(Children play the game - show walk, fly, hop, others – guess and say).

(The teacher says) You're brilliant pupils! Witches, sing your song, please.

(Children sing and dance)

The song Walk Like a Ghost (slides 4,5,6)

Walk, walk like a ghost (x3) on Halloween

Fly, fly like a witch (x3) on Halloween

Hop, hop like a black cat (x3) on Halloween

(The teacher says) The second team, look your symbol. What's this? *(The children answer)* - It's a pumpkin.

(The teacher says) You're the team "Pumpkins". You're going to sing your team's song ***Five little pumpkins*** and you need to use some numbers. Let's brush up some of them. Look at the cards and answer the questions please. *(The teacher asks questions and the children answer)* What date is it? It's the 8th of March. (It's the 23rd of February. It's the 2nd of April). And what is the date? It's the 31st of October. It's Halloween, of course.

(The teacher says) Thank you; take your seats, please. Now it's time to sing again. "Pumpkins", you turn! And everybody helps!

(Children sing and dance).

The song **Five little pumpkins** (slides 8,9)

Five little pumpkins sitting on a gate;

The first one said, "Oh my! It's getting late."

The second one said, "There are witches in the air."

The third one said, "But we don't care. We don't care. We might be scared but we don't care!"

Number four said, "Run, let's run!"

The fifth one said, "I'm ready for some fun." "Wooooooo" went the wind, And out went the lights.

And the five little pumpkins went rolled out of sight.

(The teacher says) Well done! It's fantastic! Take your seats, please. And at last, the third team, what is your symbol?

(The children answer) - It's a spider.) You are the team "Spiders". You're going to sing the song **There's a spider on the floor**. You need to sing some words. Let's brush them up. Look at the screen and answer the questions, please. (The teacher asks questions, children answer) What is it? (slide 11) (*It's a knee*). How many knees has a spider got? How many knees have you got? Show me your knees, please. What is it? (slide 12) (*It's a belly*). Has a spider got a belly? (The teacher shows a spider. Show a spider) Have you got a belly? Show me your belly, please. What is it? (slide 13) (*It's a head*). Touch your head, please. Touch your hair, please. What colour is your hair? OK. Now, spiders, your turn! Come and sing. We're going to help you!

(Children sing and dance with spiders)

The song **There's a spider on the floor** (slides 14,15,16,17)

There's a spider on the floor. There's a spider on the floor.

Who could ask for anything more, than a spider on the floor?

There's a spider on my knee. There's a spider on my knee

And I called: "Oh, call Egey!" There's a spider on my knee

There's a spider on my belly. There's a spider on my belly

And I think "I'm gonna Yammy!" There's a spider on my belly

There's a spider on my face. There's a spider on my face

And I feel like such disgust. There's a spider on my face

There's a spider on my head. There's a spider on my head

I'm filled with so much dread. With a spider on my head

So I crushed him off! *Now there's a spider on the floor.*

There's a spider on the floor. Look!

He's crawling out the door. Goodbye, spider on the floor.

See you!

2. Ознакомительное чтение (3 мин.)

(The teacher says) It's fantastic! Take your seats, please. Now look at the screen and read the text. Who wants to read?

(Children read the text turn by turn) (slide 19)

Halloween

There is a nice holiday for children in Great Britain and in America– Halloween. It's on the 31st of October. People make jack-o'-lanterns [dʒækə'læntənz] They cut eyes, a nose and a mouth in the pumpkin and put candles into it. So the pumpkin looks like a face. The children go from house to house and knock at the doors. They say, "Trick or treat". People ask them to come into their house and give them sweets, fruit, cakes and other tasty things. This is a nice and tasty holiday, isn't it?

3. Проверка понимания лексики (2 мин.)

(The teacher says) Thanks a lot. Very well. Now guess what it is. *(Children guess the riddles)*

It is light and it is bright.

It is yellow or it is white.

It needs in careful handle.

What is it? *(It is a candle)* (slide 21)

It's a pumpkin with a mouth.

It's a pumpkin with two eyes.

It's a pumpkin which was torn.

What is it? *(It is jack-o'-lantern)* (slide 22)

It is tasty, it is sweet.

And if you haven't got it

You can play some tricks.

You like to get it.

What is it? *(It is a treat)* (slide 23)

4. Проверка понимания общего смысла текста (2 мин.)

(The teacher says) Now let's read the text again and choose the right words (slide 25).

There is a nice holiday for children in Great Britain and in *(America/Africa)* – Halloween. It's on the 31st of *(December/October)*. The children go from house to house and knock at the doors. They say, "*(Trick or treat/Jump or cry)*". People give them sweets, fruit, cakes and other tasty things. This is a *(nice/bad)* and tasty holiday, isn't it?

(Children read the text turn by turn and choose the right words)

5. Создание презентаций по командам (6 мин.)

(The teacher says) Well done! And now you're going to do a very difficult but very interesting task. Turn to the notebooks and take the card. You should make the presentation following the instructions on your card. One, two, three....Let's begin!

(Children in groups make presentations "Halloween", "Monsters" and "Trick or treat" using Power Point.)

(The teacher says) Are you ready? Great! Now let's show your presentations.

6. Представление и обсуждение презентаций (6 мин.)

(Children show their presentations and discuss them)

(The teacher says) Well done! Did you like doing this task? Was it difficult? Do you want to make other presentations next lessons? Who has a computer at home? Do you want to make your own presentation? Great! So, it will be your home task. You should make the presentation "Halloween" yourself and bring it to school on the flash card or CD. Thanks a lot.

7. Игры (5 мин.)

Now let's play some English Halloween games. The first game is "Duckling for apples". You can see a large round washtub. I am floating three apples on the water. Will you try to catch one apple with your mouth? Oh, great! Who wants to try? But don't touch the apple with your hands! Now let's begin.

(Some children try to catch a floating apple.)

(The teacher says) Well done. Do you like this game? Now let's play another Halloween game. As we know there's a tradition on Halloween to go from house to house, knock at the doors and ask "Trick or treat". Now we need two pupils. You'll be Englishmen. So you're a family and live in this house. Great! Come into the house, please. Imagine it's Halloween night and you're at home and some children come to you. Now some of you will be English children. Who wants to come here? So you should come to the house, knock at the door and say "Trick or treat". We'll see what happens.

(Children come to the house (made of carton); say "Trick or treat" and pupils (who are in the house) give them some treat.)

(The teacher says) It's fantastic! Do you like this game? *(Children answer)*.

3 этап.

Подведение итогов, оценка урока учащимися (2 мин.)

Now look at your desks. There are some pumpkin balls. White and black. You should put in this hat a white pumpkin if you liked the lesson and a black pumpkin if you didn't like it.

(The teacher takes a hat and comes to the pupils. Children take pumpkins and put them into the hat)

(The teacher says) Great! Now let's look at the hat and count our white and black pumpkins. Well done.

(Children put white or black pumpkins into the hat.)

(The teacher says) Now let's count pumpkins

(Children count pumpkins)

(The teacher says) Now I see you liked the lesson. It's great! And you really work hard and succeeded. You sang songs, played games, made presentations and, of course spoke English!

Домашнее задание (2 мин.)

Well done! Now it's time for our home task. You should make the presentation "Halloween". You can use some information from the Internet. (slide 27)

So, our lesson is over. Goodbye, dear girls

Goodbye, dear boys.

Have a good day!

Методическое обеспечение урока.

1. Используемые образовательные технологии

На уроке широко используется деятельностный подход к обучению, согласно которому ученик должен учиться сам, а учитель - создавать для этого необходимые условия. Учитель предлагает повторить слова, прямо или косвенно связанные с выполняемым заданием, а учащиеся в процессе работы самостоятельно систематизируют свой лексический запас по определённой теме при совершении активных действий по ходу урока. Это ярко выражено в основной части урока при включении обучаемых в речевую деятельность.

Направленность хода урока на развитие личности в учебном процессе для самостоятельной учебной деятельности, учитывая необходимость дифференцированного, личностно ориентированного подхода в связи с психофизическими особенностями детей младшей ступени обучения прослеживается в разноуровневых заданиях, то есть учащиеся, хорошо ориентирующиеся в компьютерных технологиях, занимаются техническим оснащением выполнения работы при создании презентаций, а остальные ребята им помогают, выбирая необходимый материал и составляя рассказы. При этом особую ценность представляет групповая организация деятельности.

Особое место занимает диагностическое целеполагание как наиболее важный этап достижения цели урока, когда учащиеся самостоятельно способны прийти к выводам и оценке проделанной работы, согласно первому и заключительному разделам урока. В самом начале мы ставим цель, а в конце занятия дети способны сделать резюме своей деятельности.

Контроль усвоения материала представлен в активном педагогическом приёме наглядности загадок и интерактивном выборе слов после ознакомительного прочтения текста, а также при обсуждении детских презентаций.

При подведении итогов урока применяется метод самооценки путём заполнения формы оценки в виде шаров.

2. Дидактические материалы и средства обучения.

На уроке широко применяются методы устного изложения знаний учителем и активизации познавательной деятельности учащихся: рассказ, беседа, иллюстрации и демонстрации при устном изложении изучаемого материала (вербальные методы), а также методы закрепления изучаемого материала: беседа, работа с текстом. При этом большое место занимают методы самостоятельной работы учащихся по осмыслению и усвоению нового материала: работа с текстом, инновационные технологии при самостоятельном создании презентаций учащимися.

3. Рекомендации по подготовке и проведению урока

При подготовке к уроку заблаговременно (заранее за 2 занятия) учащимся было предложено сделать костюмы и нарисовать плакаты. При проведении урока особое внимание следует обратить на воспитание толерантности у детей младшей ступени обучения и поддержание соответствующего уровня поведения.

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