

Методическая разработка комплекса упражнений по внеурочной деятельности по теме «FAMILY» на основе цикла рассказов Ф. Саймон "Horrid Henry".

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Представленный нами комплекс может быть использован дополнительно к УМК «Английский в фокусе» «Spotlight» Ю. Е. Ваулина, О. Е. Подолянко, Д. Дули, В. Эванс для 6 класса, Модуль 1. «WHO'S WHO?», тема «Family», так как содержит задания, представленные в порядке возрастания от языковых упражнений к условно-речевым и речевым упражнениям по теме «Family». Каждое упражнение сопровождается формулировкой методической задачи, которое оно решает.

- 1) Методическая задача – научить учащихся распознавать необходимые лексические единицы в тексте.

Find in the text English equivalents for the following words and expressions:

подразнивать;	воскликнуть;
кружиться, вращаться;	жаловаться;
топать;	ликовать;
хохотать;	ворчать;
внезапно атаковать.	выпячивать нижнюю губу.

- 2) Методическая задача – научить учащихся корректно подбирать перевод английским словам и выражениям.

Give Russian equivalents for the following words and expressions from the text:

to stare at smb;	Wanna bet?;
to shriek furiously;	to stick out one's tongue;
to hiss;	to chortle;
Why should I do it?	It's not fair;
to squeal with delight.	topinch.

3) Методическая задача – организовать тренировку учащимися в использовании слов и выражений, характеризующих поведение главного героя.

Read the dialogue and complete it with the words and expressions giving below in the box.

A:	B:	C:	D:	E:	F:
pinched	raised his eyebrows	grumbled	Shouted	Stuck out his lower lip	squealed

“Hurray!” _____ Horrid Henry with delight. “It’s my birthday party today!”

“I’ve done the menu for the party,” said Mum. “What do you think?”

“Bleccccch,” _____ Horrid Henry. “I don’t want that horrible food at my party. I want food that I like. And Peter’s not coming” said Henry and _____ his little brother.

“Stop it, Henry,” said Mum.

Henry _____ “It’s not fair”.

“I’ve got a present for you,” said Peter.

Horrid Henry _____ with a great surprise. Henry tore off the wrapping paper. It was a tapestry kit.

“YUCK!!!” _____ Horrid Henry, snatching up the kit.

На уроке иностранного языка для моделирования реальной ситуации общения важно использование ролевых игр. Являясь учебной моделью межличностного общения, специфической организационной формой обучения устно-речевому общению, основанному на коммуникативном принципе, ролевые игры легко вписываются в урок, что способствует наилучшему усвоению учебного материала.

- 4) Методическая задача – научить учащихся отвечать на поставленные вопросы к тексту от имени главного героя.

Imagine that you are Horrid Henry and answer the following questions:

- 1) What was your plan for the birthday party?
- 2) Why didn't you like your little brother?
- 3) What was the worst punishment for you?
- 4) Why didn't you want to invite your friends to the birthday party?
- 5) What was your reaction to your birthday presents?
- 6) Why were your parents against of the birthday party?
- 7) How did you behave during your birthday party?

- 5) Методическая задача – научить учащихся отдавать приказы, команды и предупреждения, используя повелительное наклонение в утвердительной и в отрицательной форме.

Use the following verbs to give orders, commands and warning as if you are a naughty child. Use some verbs in negative sentences.

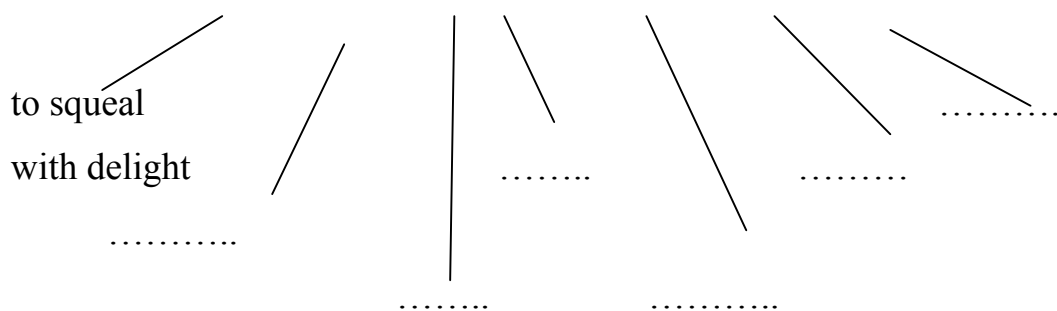
Ex: Go out of my room!

- | | |
|---------------|--------------|
| to keep away; | to switch; |
| to shut; | to enter; |
| to shout; | to give; |
| to cheat; | to leave; |
| to touch; | to take off. |

- 6) Методическая задача - организовать составление учащимися «Интеллектуальной карты»

Complete the mind map with the words which the author of the story uses to describe Horrid Henry's emotional state (as many as you can). Which group will make the longest mind map?

Words and phrases describing Horrid Henry's emotions



- 7) Методическая задача – научить учащихся распознавать в тексте характеристики эмоционального поведения главного героя.

Find in the following dialogue words and expressions which characterize speech and emotional state of the main character.

“Yippee! The weekend! The lovely, lovely weekend. Sleeping in. Morning TV” crowed Horrid Henry.

Horrid Henry settled in the comfy black chair and switched on his new favourite TV show, *Hog House*, where teenagers competed to see whose room was the most disgusting.

“Henry, turn off that horrid programme! It’s time to do your chores.” said Mum.

“It’s not fair!” shrieked Horrid Henry furiously. “Why should I do the chores?” screamed Henry.

“You can start by picking up your dirty socks from the floor,” said Mum. “I don’t want!” muttered Horrid Henry, sticking out his tongue.

- 8) Методическая задача – научить учащихся с помощью синтаксических и лексических характеристик речевого поведения главного героя распознавать в диалогах его эмоциональное состояние.

Read the following dialogues and decide where Horrid Henry

- is delighted and full of happiness
- is surprised and amazed

- **is displeased, angry and full of indignation**
- **manipulates his friends.**

What helped you do this?

A. "All right, we agree, Henry."

"Good," chortled Horrid Henry, "See you at six o'clock. And don't forget to Bring your money."

"Tee hee," chortled Henry silently. "Eight pounds! I could get a Dungeon Drink kit and a Grisly Ghoul Grub box at this rate."

B. "Henry, you can earn money. You can sell some old toys, comics, games, things you don't use any more," said Mum.

Henry raised his eyebrows. "All right!"

C. "Henry, turn off that horrid programme this minute," said Mum. "It's time to do your chores."

"NO!" wailed Horrid Henry. "It's not fair. I hovered last week," shrieked Horrid Henry furiously. "I don't want," howled Henry.

D. "Maybe it's easier if we do the chores ourselves," said Dad.

"Maybe it is," said Mum.

"Yippee!" crowed Horrid Henry. He could hardly believe his ears. No more chores? Because he was so bad at doing them?

9) Методическая задача — научить учащихся строить речевые высказывания согласно заданной ситуации.

Make up a funny code of behaviour for:

- a) children in the family;**
- b) adults/parents;**
- c) younger brothers or sisters.**

Ex: Give more pocket money your children!

Do your chores!

Keep out of my room!

- 10) Методическая задача - научить учащихся составлять мини-диалоги, с опорой на предложенные фразы.

Look at the phrases in the boxes and make up short dialogues to discuss:

- a) Horrid Henry's birthday party;**
- b) Horrid Henry's favourite pastime;**
- c) Horrid Henry's wishes.**

He wants to have... . Why he doesn't want to unvite... ? He isn't allowed to... . Parents' attitude to his birthday party is... . He isn't pleased with his presents because... . I think/ I don't think.	What do you think about... ? What's your attitude to...? He likes most of all... . He enjoys/ hates such activities as watching TV, doing his chores, playing tricks... .	He wants/desires/would like to have a lot of money, not to go to school... . Do you think...? Do you agree...? What wishes do you have? I think/ I don't think.
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- 11) Методическая задача - научить учащихся работать в группах, составлять и разыгрывать диалоги с опорой на текст.

Work in small groups to make up and act out two dialogues from these two parts of the text between

- a) Horrid Henry and his little brother;**
- b) Horrid Henry and his Mum.**

One of the students should read the author's party.

A. Saturday was the most favourite Horrid Henry's day of the week. No school! No homework! A day of TV heaven! He thudded down the stairs. There, stretched out on the comfy black chair and clutching the remote control, was his younger brother, Perfect Peter. He could hardly believe his ears. He asked him to switch the channel, but Peter refused. He got downstairs first,

so he could sit in the comfy black chair and watch what he wanted. Horrid Henry screamed, shouted and pounced on Peter, snatched the remote and pushed him onto the floor.

B. The weekend! No school. Morning TV. In fact, there was one bad thing about the weekend. It was time to do his chores. He settled down on the comfy black chair and switched on his new favourite TV show. But his Mum clanked in. He asked Henry to turn off that horrid programme. Chores were worse than homework for Henry. Mum asked Henry to Hoover and pick up his dirty socks from the floor. Horrid Henry howled and wailed. His mother thought that every child should help the parents around the house. But Henry didn't want and refused. But his Mum mentioned Horrid Henry's worst punishment such as no TV for a week and no pocket money. And Henry had to obey his Mum.

12) Методическая задача - научить учащихся работать в группах, строить монологическое высказывание и принимать активное участие в ролевой игре.

Role-play. You're going to take part in a role play. You should work in small groups. You will be given one of the roles: Horrid Henry/ Perfect Peter/ Horrid Henry's parents/ Horrid Henry's friend. You have to take a discussion about Horrid Henry's behaviour.

Role Card 1.

You're Horrid Henry. You like watching TV, eating sweets, playing tricks on your friends, spending money, playing computer games and arguing with your little brother Perfect Peter. You hate doing your homework, doing your chores, writing thank you letters, eating vegetables. You think everything is so unfair to you. You refuse to obey your parents, so there are a lot of punishments for you. Use in your speech: I want.... I don't want.... I need.... Why should I do?... It's not fair... .

Role card 2.

You're Perfect Peter. You always obey your parents and it irritates Horrid Henry so much. You always have pocket money. Horrid Henry and you often argue with each other because of pocket money, TV programmes, household chores, toys and so on. Horrid Henry can pinch, push, and grab you if he isn't pleased with your behavior. Express your attitude to your elder brother's behavior.

Use in your speech: I think... I'm against... He must/mustn't... It's not fair... .
Role card 3.

You're one of Horrid Henry's parents. You like your children very much. But Horrid Henry always refuses to obey you, so you have to punish him. You don't like that Horrid Henry often argues and fights with your little child Perfect Peter.

Horrid Henry can't understand just simple rules of good behavior. It's not easy for you to manage with your elder son. Try to persuade your son to be a good child.

Use in your speech: You should/shouldn't... Could you... If you can... .

- Read your role card
- Do the task on your role card. Be ready to play your role according to the instructions.

Remember to:

- be polite;
- give good reasons;
- listen to what your partners say carefully;
- come to an agreement.

13) Методическая задача – научить учащихся пересказывать текст от лица героев рассказа.

Retell the story on the part of

a) Horrid Henry,

b) Perfect Peter,

c) Horrid Henry's parents.

Результаты нашего исследования, нашедшие практическое применение в комплексе упражнений по домашнему чтению, были предложены учащимся средней ступени обучения английскому языку общеобразовательной школы. Практика использования этих упражнений показала, что ознакомление с характеристиками речевого поведения через различные упражнения, познавательно и интересно с лингвистической и методической точки зрения, расширяет кругозор учащихся, стимулирует учащихся к изучению иностранного языка, а также позволяет совершенствовать языковые навыки, приобретенные в ходе обучения.