**План-конспект урока английского языка по теме "Россия – моя Родина"**

**Наименование учебной дисциплины:**английский язык

**УМК:** Афанасьева О.В., Михеева И.В.,

**Класс:** 7

**Тема урока:** "Russia, My Homeland" ("Россия – моя Родина").

**Тип урока:**урок обобщения и систематизации знаний

**Цель урока:** развитие коммуникативной компетенции обучающихся на основе изученных лексических единиц, речевых и грамматических структур по страноведческой тематике.

**Задачи урока.**

**Образовательные задачи:**

1. Совершенствование лексических навыков по страноведческой тематике на уровне свободного высказывания в виде монологической и диалогической речи.

2. Тренировка обучающихся в умении вести общение на английском языке в предлагаемых ситуациях.

**Развивающие задачи:**

1. Формирование и развитие коммуникативных умений и навыков (умение пользоваться речью: монологической, диалогической; умение слушать и слышать; умение участвовать в дискуссии);

2. Формирование и развитие учебно-организационных умений и навыков (взаимоконтроль, навыки самостоятельной работы, умение участвовать в коллективной познавательной деятельности, умение обобщать и анализировать).

**Воспитательные задачи:**

1. Воспитание чувства любви и уважения к своей стране и родному краю.

2. Развитие патриотических качеств личности школьника.

**Планируемые результаты*:***

**Предметные:**

1) уметь узнавать настоящее простое время в письменной и устной речи;

2) уметь применять настоящее простое время в письменной и устной речи.

**Метапредметные:**

**Познавательные:**

1) Уметь осознанно и произвольно строить речевые высказывания с использованием прошедшего длительного времени.

2) Уметь устанавливать причинно-следственные связи.

3) Уметь работать с книгой, отбирать необходимый материал из текста.

**Коммуникативные:**

1) Слушать и понимать речь учителя.

2) Уметь с достаточной полнотой и точностью выражать свои мысли в соответствии с задачами и условиями коммуникации.

3) Уметь планировать учебное сотрудничество с учителем и сверстниками.

4) Уметь владеть диалогической формой речи в соответствии с грамматическими и синтаксическими нормами родного языка.

5) Уметь владеть монологической речью.

**Регулятивные:**

1) Уметь концентрировать внимание, организовывать рабочее место

2) Уметь осуществлять саморегуляцию и самоконтроль.

3) Уметь оценивать правильность выполнения учебной задачи, возможности ее решения.

4) Уметь совместно с учителем и одноклассниками давать оценку деятельности на уроке

5) Уметь выделять и осознавать то, что уже усвоено и что еще нужно усвоить.

**Личностные:**

1) Уметь устанавливать связь между целью деятельности и ее результатом.

2) Уметь работать самостоятельно.

3) Уметь точно и грамотно излагать свои мысли в устной и письменной речи.

**Методы:** репродуктивный

**Оборудование:** компьютер; мультимедийный проектор.

**Оснащение урока:** аудиоматериал из аудиоприложения к учебнику английского языка песня “Подмосковные вечера” на английском языке; текст «Mordovian house».

**Ход урока:**

**Приветствие.**

T: Good morning, boys and girls! I’m very glad to see you.

P: Good morning, teacher!

T: Sit down, please!

**Сообщение цели урока, темы.**

T: Dear children! I expect our lesson to be very interesting and exciting today because we are going to talk about your dearest and most favourite place on the Earth, about the greatest and most powerful country. Can you guess what country it is?

P: I think we are going to talk about Russia.

T: Right you are. Read the name of our lesson, please.

P: The name of our lesson is “Russia, My Homeland.”

**Речевая зарядка (проводится одним из обучающихся)**

P: What is the official name of our country?

P1: The official name of our country is the Republic of the Russian Federation.

P: What is the capital of the Russian Federation?

P2: The capital of Russia is Moscow.

P: What is the population of our country?

P3: The population of our country is over 140 million people.

P: Why do we call the Russian Federation a multinational country?

P4: We call Russia a multinational country because people of different ethnic groups live there.

P: How many nationalities live in Russia ?

P5: There are 180 nationalities in Russia.

P: Russia is the largest country in the world, isn’t it?

P6: Yes, it is.

**2) презентация «Russia, My Homeland»** (warming – up activity)

**3)**T: Russia is not only the largest country in the world it is also one of the most powerful states. Look at the picture, please. The structure of the Russian National Government is hidden here. Let’s restore the scheme.Ex.2,3 p.5

Обучающиеся читают начало предложений, заканчивают их, проверяют свой ответ и вносят в соответствующий сектор таблицы слова, вставленные в предложения. В результате получается схема российского правительства.

P1: The Head of our country is *the President.*

P2: The Prime Minister is the Head of *the Council of Ministers.*

P3: The official name of the Russian Parliament is *the Federal Assembly.*

P4: The upper House of the Federal Assembly is *the Federal Council.*

P5: The lower House of the Federal Assembly is *the State Duma.*

T: So, what political system does the Russian Federation represent according to the Constitution?

P: The Russian Federation is a presidential republic.

T: Who is the President of Russia at the moment?

P: The Russian President is Vladimir Vladimirovich Putin

T: Right you are.

T: You know that each state has its symbols. What are the official symbols of our country?

P: The official symbols of Russia are the flag, the national emblem and the anthem.

T: Listen to the text for the information on the flag and the state emblem of the Russian Federation.

Учащиеся слушают текст об официальных символах России.

**The Flag of the Russian Federation**

The Russian flag is sometimes called the IMPERIAL FLAG. It consists of three equal stripes of white, blue and red. The first flag of this design appeared more than 300 years ago. Peter the Great adapted the flag from the National flag of the Netherlands. Later a black two-headed eagle on a golden background was added to the flag of Russia. The flag existed until the revolution in 1917. In the nineties, with the democratic changes, the three-colour flag was restored again. On 21 August 1991, the flag was officially adopted by the Russian President and the Russian Parliament. In Russia the colours of the current flag symbolize:

* white — frankness and generosity;
* blue — honesty and wisdom;
* red — courage and love.

**The Emblem of the Russian Federation**

The Russian National Emblem is the golden DOUBLE-HEADED EAGLE with a horseman (St George) on a shield on the eagle's breast with a red background. Above the two heads of the eagle, there is an historical crown.

The first emblem of the double-headed eagle was introduced in 1480, by Prince Ivan III. It was at the time of the establishment of the Russian state system. It symbolized the supreme power and sovereignty of the state.

Since then, the double-headed eagle is the main part of the emblem of our country. But now the crown is a symbol of the sovereignty both of the Russian Federation (as a whole) and of its parts (subjects of the Federation.

T: Let’s divide our class into two groups.

Group 1, talk about the flag of our country.

– What is the flag called? Why?

– What are the colours of the flag?

– What do they stand for?

– What changes has the flag gone through over the years?

Group 2, use the following questions to talk about the emblem of Russia

– What is the emblem of Russia?

– How does the design of the emblem reflect the history of our country?

– Do you agree that the emblem of a country reflects not only the history of the country but also the spirit of the nation through its symbols?

– Can we say that the National Emblem of our country signifies our history?

Обучающиеся делятся на две группы. Первая группа говорит о национальном флаге, вторая – о государственном гербе, третья – о национальном гимне.

**5)** **ролевая игра**

T: Well, Russia is a wonderful country. It has always been a country of mystery and attraction for foreigners. Winston Churchill once said that Russia "is a riddle wrapped in a mystery inside an enigma".

T: Now you will have a chance to demonstrate that we are really friendly and hospitable. Today we are waiting for a group of English teenagers. Let’s meet our guests according to the old Russian tradition with bread and salt. They are symbols of hospitality.

T: Read the texts you have on your desks and answer our guests questions about Russia . Ex.6 , p.7

a) The main dishes of the traditional menu are blini (pancakes) with honey, caviar or sour cream, different soups (like shchi and borshch), pirozhki, pelmyeni (boiled pastry with meat filling) served with mustard, butter, vinegar or sour cream. Russian people eat brown bread with nearly every meal.

b) Usually tourists buy such traditional Russian souvenirs as beautifully painted mugs, plates and spoons from the village of Khokhloma, Palekh boxes and Matryoshka dolls. Matryoshka is a symbol of Russian folk art. The doll first appeared in Russia at the end of the 19th century and since then it has always been the most favourite Russian souvenir. But Russian Matryoshka is not only a toy with surprise or just souvenir. It is a symbol of motherhood, family and unity.

c) Perhaps the greatest Russian love is tea. It's drunk without milk and is often served with homemade jam (varienye), baranki (circles of dry pastry) and pirozhki (baked pastry with some filling). Russian-style tea is a special ceremony when people sit around a table with a samovar (tea-urn) placed in the middle, and drink hot strong tea with a slice of lemon either from cups or from glasses in glassholders.

Учащиеся читают тексты о русских сувенирах, национальной кухне и традиционной церемонии чаепития, соотносят прочитанное с иллюстрациями и отвечают на вопросы английских школьников.

**6)** Релаксация – прослушивание и исполнение песни «Подмосковные вечера» на английском языке.

T: To know a country means to know its people. Russia is famous for its talented and unique poets, writers, artists and musicians. Let’s have some rest and listen to the song “Moscow Suburb Nights” by Soloviov-Sedoy and Mikhail Matusovskiy. It is famous all over the world. Sing it along!

**7) продолжение ролевой игры:**

На доске – портреты Александра Сергеевича Пушкина, Исаака Левитана, Юрия Гагарина, Петра Ильича Чайковского, Георгия Жукова

One of E.T/.: I can see portraits of some famous Russian people on the board. I can recognize some of them. He is Alexander Pushkin, the greatest poet and writer. He is Yuri Gagarin, the first Russian cosmonaut. But who is that man?

P: He is Isaak Levitan, a Russian artist.

T: Children, use the information and tell our guests about Levitan.

Обучающиеся составляют совместный рассказ о художнике, используя биографические факты.Ex.7 .p.8

P: Isaak Levitan was born in August, 1860. He had two sisters and a brother. Isaak spent his childhood in a small village of Kibarty. In 1873 he began learning to paint. He showed the poetic beauty of Russian nature in his works. The painter used the best traditions of Russian artists. He watched the countryside, the fields, the woodlands, the meadows. One of his famous works is “Autumn Day. Sokolniki Park” (1879). Anton Chekhov called him “Russia’s best landscape painter”.

**8) продолжение ролевой игры** one of E.G.: How interesting! I’ve never heard about Isaak Levitan before. But I’ve learnt a lot of new things about some outstanding Russian people during my currant visit. Two days ago I was in Moscow. I went sightseeing there. Moscow is wonderful. It is remarkable for its monuments. I took some pictures of them. Could you help me to make up captions for each photo?

T: Please, look at the photos and say whom these monuments are to.

Гость показывает фотографии памятников, отснятые им во время пребывания в Москве, и просит учащихся помочь подписать их.

P1: This is a monument to Lomonosov. It is situated in front of Moscow University.

P2: This monument is to Alexander Pushkin. It is situated in front of the “Pushkinsky” cinema.

P3: And this is a monument to Yuri Dolgoruky, the founder of Moscow. It is situated opposite the Mossovet building.

Гость подписывает фотографии после ответа обучающихся.

G.: Thank you for your help.

T: Are there any questions to our guests?

P1: Did you enjoy your staying in Moscow?

G1.: Certainly, I did. Moscow is a remarkable city. It is the city of contrasts: so friendly and gentle in many ways, yet in other ways, quite proud and powerful.

P2: What do you think about the capital of our republic, Saransk?

G.2: I like it very much. I see it is a centre of education and science, theatre and culture, city of politics.

G. 1: And I like Mordovian house most of all. I’ve never seen such houses before. I’ve learnt how Mordovians call it, if I’ not mistaken it’s “kudo” .

**9)** **Чтение** Our republic has a very good geographic location: in the heart of European Russia, just 650 km away from Moscow.

And now we’ll read the text about Mordovia House.

The Mordvinians have one word *куд / кудо*to denote both a family and a house. Mordvinian families were fairly large as up to 20 people could live together. Each family had its own *plot of arable land*and a *homestead.*A traditional Mordvinian *dwelling*was a *log house*consisting of two rooms - an *inhabited*part and an *inner porch.*Sometimes it had an additional inhabited *chamber.*The Mordvinians built *wooden*houses using mainly pine tree *trunks.*

Each house had a large *stove.*In an Erzay house it was in the corner near the door and its mouth faced the front wall. In a Moksha house it was at the wall opposite the door. Up to the XX century most of the houses were chimneyless, or black. There were usually two or three small windows overlooking the south or south-east. The door was always in the east. Traditional roofing materials included *shingles, planks*and *straw.*Houses could be with a wooden *foundation*or have no foundation at all. The floor in such houses was made of *planks.*Some houses were *wattle and daub.*

Opposite the stove across the room there was a so-called *red corner*with a dining table. It was a holy place in the house where *icons*were hold. Along the walls there were broad wooden *benches.*Under the ceiling there were *plank beds*for children and young people. Small kids and old family members slept on the stove. Beds were in rich families. The Mordvinians used special *chests*and benches to keep clothes, tableware and *kitchen utensils.*Mordvinian houses were decorated with *carved*ornaments.

Most of the families had their own *bathhouse*with a stone heater similar to a Russian one. Those who couldn't afford it took a steam bath right in the stove. Near the house there was a *half-dugout*shelter where corn and clothes were kept in case of fire and where people slept in summer. There were also a number of buildings for *domestic animals, poultry*and *agricultural equipment. Farming*as well as *hunting*and *fishing*were traditional occupations of the Mordvinians.

*Handicrafts*related to the processing of wood, *wool,*hemp and *flax,*the manufacture of *pottery, canvases, clothing,*the *felting*of *cloth and footwear*were widely practiced. *Wild-honey farming*was one of the things the Mordvinians were famous far beyond Russia.

The Mordvinian people always had large *extended families*and strong networks of relatives. A traditional Mordvinian village represented a *community*

with a *village elder*as the head of it. It was common for people living in one village to help each other and to work and *pray*together.

Nowadays wooden houses are substituted by *brick*ones but you can still find a lot of log houses in most Mordovian villages. You can get yourself familiar with a traditional *peasant household*in one of ethnocultural centres. The most outstanding ones are Podlesnaya Tavla (an Erzya village of Kochkurovo District) and Staraya Terizmorga (a Moksha village of Staroe Shaigovo District).

Vocabulary

agricultural equipment -

сельскохозяйственный инвентарь

bathhouse - баня

bench - скамья

brick - кирпич, кирпичный

canvas - полотно

carved - резной

chamber - горница

chest - сундук, ларь

cloth - сукно

clothing - одежда

community - община

domestic animals - домашние

животные

dugout - землянка

dwelling -жилище

extended family - расширенная семья

farming - земледелие

felting - валяние

fishing - рыболовство

flax - ленfootwear - обувь

foundation - фундамент

handicraft - народный промысел

homestead - двор, усадьба

household - хозяйство

hunting - охота

icon - икона

inhabited - жилой

inner porch - сени

kitchen utensils - кухонная утварь

log house - бревенчатый дом, изба

peasant - крестьянский

plank - доска

plank beds - полати

planks *(pi.) -*тес

plot of arable land - надел

pottery - глиняная посуда

poultry - домашняя птица

pray - молиться

red corner - красный угол

shingles - кровельная дранка

T: Are these statements true or false?
Correct the false ones.

1. The Mordovians built stone houses.
2. All the houses had a stove and a chimney.
3. The door was always in the east.
4. The red corner was a holy place where icons were hold.
5. Plank beds were a good place for small kids and old people to sleep on.
6. Mordovian houses were decorated with carved ornaments.
7. Every family had a bathhouse.
8. Wild-honey farming was widely spread.
9. The Mordovian people always had a lot of relatives ready to help each other.

10. Nowadays you can't find a traditional house in Mordovia.

**1) Подведение итогов урока.**

T: Are you proud of your country? Do you love it?

P1: Yes, I’m proud of Russia and I like it very much.

P2: I love my country and I’m very proud of it, too.

Беседа о чувствах национальной гордости за свою страну и любви к ней.

**2) Домашнее задание**

T: It is fine to be patriotic and love your nation, but it is not good to want to be separate and better than all other nations. We are all in this world together! I’ll give your books “Ficus on Mordovia” and your task will be to prepare a presentation about famous people of Mordovia. **Оценки, отметки.**

T: Thank you for being industrious at the lesson. I am satisfied with your work. Each of you gets a good or an excellent mark. Now the lesson is over. You may be free. Good-bye.