Класс: 7

Учебник: Биболетова М.З., Трубанева Н.Н., Enjoy English: Учебник английского языка для 7 класса общеобразовательных учреждений при начале обучения со 2 класса. – Обнинск: Титул, 2008.

Тема урока: “Talking about Countries and Nationalities”

Цели урока:

Практические:

* формирование коммуникативной компетенции учащихся
* развитие навыков аудирования
* развитие навыков диалогической речи

Образовательные:

* введение лексических единиц (Portuguese, Chinese, Japanese, Dutch, French, Arabic, Greek, Hindi, Maori, Hungarian, Bulgarian, Italian, Armenian, Norwegian, Georgian, Russian, German, American, the English, the French, the Russians, the Italians, The German.)
* расширение общего кругозора учащихся

Воспитательные:

* воспитание толерантности

Развивающие:

* развитие памяти учащихся
* развитие мышления

Оборудование: ноутбук, диск с записями, мел, доска, магнитики, раздаточный материал, УМК “Enjoy English”

Ход урока:

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| Этап урока, время этапа | Действия учителя | Действия учащихся | Доска | Время | Примечание |
| 1. Начало  Организационный момент  * Подготовка учащихся к уроку * Рассаживание учеников * Приветствие * Сообщение темы и целей урока * Рапорт дежурного | “Good afternoon, pupils. Take your seats. I’m very glad to see you. So, let’s begin our lesson. Today we continue speaking about different countries. And the theme of our lesson is “Talking about Countries and Nationalities”  “Who is on duty today? What date is it today? What day of the week is it today? Who is absent today?” | “Good afternoon!”  “I’m on duty. Today is the 16th of November. Today is Friday. Nastya is absent today.” | November, 16.  Friday. | 1 мин. | Дата и день недели записаны на доске. |
| 1.2 Фонетическая зарядка | “We speak about different countries. There are a lot of proverbs about countries and nationalities. The most popular is “Every country has its customs”. Let’s pronounce it together.” | Pupils: “Every country has its customs”. | “Every country has its customs” | 1 мин. |  |
| 2.Основная часть |  |  |  |  |  |
| 2.1Введение новых лексических единиц. | “In different countries people speak different languages. Let’s learn some of them. Look at the blackboard, there are the names of different languages, let’s read them and translate.”  “In the world people have different nationalities. Let’s get acquainted with some of them. Find Ex.12 on Page 37. Have a look at it. Here you see how form these nationalities.”  I have some a table, where you will see different countries with their languages and nationalities. Let’s read them together and translate.” | “Portuguese, Chinese, Japanese, Dutch, French, Arabic, Greek, Hindi, Maori, Hungarian, Bulgarian, Italian, Armenian, Norwegian, Georgian, Russian, German, English, Finnish, Spanish, Swedish, Turkish, Polish, Danish, Irish.” | “Portuguese, Chinese, Japanese, Dutch, French, Arabic, Greek, Hindi, Maori, Hungarian, Bulgarian, Italian, Armenian, Norwegian, Georgian, Russian, German, English, Finnish, Spanish, Swedish, Turkish, Polish, Danish, Irish.” | 10 мин. |  |
| 2.2 Тренировка лексических единиц | “You have just learnt the names of languages, the names of nationalities. Let’s train our knowledge. Here are some cards. Nikita, will you please, come to the blackboard?” | “I live in the USA. In the USA English is spoken. The Americans like fast food.” |  | 7 мин. |  |
| 2.3 Развитие навыков аудирования | “Once you will meet a person from a foreign country. How will you communicate with him? Let’s listen to an example. It’s a dialogue. Be attentive!”  “Now, let’s read it, sentence by sentence and translate”.  “When you communicate with people, you will need the following phrases:  “Where are you from?  I’m from … .  Do you speak …?  I speak … .” |  |  | 5 мин. | Запись прослушивается с ноутбука |
| 2.4 Развитие навыков диалогической речи | “Now, when you have learn’t how to communicate with people from different countries, let’s try and make our dialogues. Here are the cards with the tasks.” | “-Excuse me, where are you from?  -I’m from Germany. I live in Berlin. And Where are you from?  -I’m from France. Do you speak French?  -I’m afraid, I don’t. And do you speak German?  -Yes.  -Great!” |  | 15 мин. | Дети встают из-за парт, и все вместе повторяют за учителем движения. |
| 2.5 Закрепление лексики | “You have learnt the names of countries, the names of languages, the names of nationalities. Let’s check your knowledge. Here are some cards. There are gaps. You are to fill the gaps.” |  |  | 5 мин. | Упражнение выполняется в том время, когда ученики отвечают диалоги, составленные на прошлом этапе.. |
| 2.6 Проверка домашнего задания | “ It’s high time to check your home exercise. Please, give me your exercise books, I will check your home work by myself.” |  |  | 1мин |  |
| 3.Заключительный этап |  |  |  |  |  |
| 3.1 Задание домашней работы, объяснение домашнего задания | “Next time, you will have a test. Please, learn the countries, the languages and the nationalities.” |  |  | 2 мин. |  |
| 3.2 Подведение итогов, выставление оценок и их комментирование, прощение. | “I’m very satisfied with your work. Dasha, Nikita, Artyon, our work was rather good today, you get good marks. Give me your record books, please.  The lesson is over, see you tomorrow.” |  |  | 1 мин | Дети подходят с дневниками к учителю для выставления оценок. |