**Личностные и метапредметные результаты (УУД) представлены в таблице в соответствии с этапом урока.**

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| **Этап урока** | **Время** | **Действия учителя** | **Действия учеников** | **УУД** |
| 1. Организационный (с подключением целеполагания) | 4 | Звучит стихотворение К. Симонова «Жди меня» (“Wait for Me”). На экране идёт видеоряд, на котором отображаются английские субтитры. https://www.youtube.com/watch?v=2PGvtBcu5xM&t=23s- Hello, students!-Nice to see you today!- I have a question to ask you. Do you know the lyrics of this song? Do they sound familiar to you ?-What is the name of this song? Who is the author of the lyrics?-Right you are. These are the lyrics written by a famous Soviet poet Konstantin Simonov who lived and wrote a lot of pieces of Poetry during The Great Patriotic War. What feelings do you have when listening to the wartime songs and poems?Музыка останавливается.- What is the time period of the war?-You’re exactly right. This is a special period in our history. We learn facts about it not only from textbooks but from short stories, novels, poetry, etc. Think again about the song we heard and tell me what do you thing the topic of our class will be.- You’re almost right. Today we are going to talk about life and poetry of one of the most remarkable War Poets – Konstantin Simonov.  | -Hello, teacher!- Nice to see you too.Обучающиеся слушают, смотрят на слова на экране.- Yes, they do.- Жди меня / Wait for me by Konstantin Simonov. -Sorrow, grief, hope.- It started in 1941 and finished in 1945.- The songs of the Great Patriotic War Period? | Выдвижение версии решения проблемы, формулирование гипотезы,предвосхищающей конечный результат **(Р);**умение слушать и вступать в диалог **(К)** |
| 2. Актуализация знаний | 9 | - Last time we discussed famous French and English writers, you told me a lot about them. Let us have a look at the poem “Two armies” by Stephen Spender we discussed and compare it with the poem by Konstantin Simonov. Выводит на экран два стихотворения.- What is similar about the two poems?- What is different about the poems?- Thank you very much for your answers. Now you can see how differently the war may be described. Last time we already talked about Stephen Spender so now I want us to talk about Konstantin Simonov. Imagine that on the board there is a map of his life. Now it’s blank. Think and write down all the facts you know about this poet. Then we will put them on our map.Кратко записывает факты, приведённые обучающимися, на «карту» жизни К. Симонова.-Thank you for your answers. | Читают стихи на экране, анализируют их.-They are about the wartime, its challenges and difficulties, obstacles that people had to overcome.- The mood: Simonov tried to give a hope, make people believe that live will conquer death. As for the other poem, the author tried to describe real brutal war time conditions, no illusions but life as it was at that time.Записывают в тетрадь все известные им факты о Константине Симонове:- Konstantin is not his real name;- He is not only a poet but a novelist as well;- Worked as a correspondent During the Great Patriotic War;-Took part in the war and received a military rank;- the poem “Wait for Me” was written at the very beginning of the War (1941). | Изложение информации в контекстерешаемой задачи**(П)** |
| 3. Первичное усвоение новых знаний | 8 | - Now let’s listen to the text about Konstantin Simonov and find out more information about him. Take your pens, listen and fill in the blanks.Текст для прослушивания:I’m gonna talk about one of my heroes of World War 2. This gentleman here born Kirill Mikhaylovich Simonoff who is now known as Konstantin Simonoff because he changed his name. I say he’s well-known but he’s really well-known in the former Soviet Union republics or if you’re into literature or history because Konstantin Simonoff was a war poet and a war correspondent for the Red Army but the thing about this gentleman is he served in some of the bloodiest battles in World War 2. Now, he was born in 1915 in the town of Petrograd which then was changed to Leningrad which we now know as St. Petersburg in an aristocratic family. His mother was indeed a princess. Now, he started writing in around 1936 but it was during the war years that he really came to prominence as I said. One of the battles he fought in was the battle of Stalingrad which was pretty horrific and he was there as a war correspondent writing for the official army newspaper “Krasnaya Zvezda” And it was during these, these encounters that some of his best work came out. Now, in my opinion he wrote the best war poem ever to be written. And it is the most poignant and I personally believe everlasting war poem that has ever been produced. - Let us check your answers now. | Слушают текст дважды, заполняют пропуски.Проверяют свои ответы вместе с учителем. | Соотношение действий с целью, при необходимости самостоятельное исправление ошибок **(Р)**; дальнейшее развитие российской гражданской идентичности**(Л)** |
| 4. Первичная проверка понимания | 4 | - Students, you have just listened to the text about Konstantin Simonov. I would like you to answer my questions about this remarkable poet. We are going to do it by playing Kahoot <https://create.kahoot.it/v2/share/konstantin-simonov/83f0abfb-7d9a-4771-8a63-043ad8f1ed1f>Вопросы для игры:1) What is Konstantin’s real name? 2) Who or what did he work for as a war correspondent?3) When was he born?4) What is one of the most famous battles he took part in?5) According to the speaker, why is he one of the war’s heroes?-Thank you very much for your answers | Играют в Kahoot, отвечают на вопросы викторины.1) Kirill2) RedArmy3) 19154) the battle of Stalingrad5) he wrote one of the most poignant and everlasting war poem that has ever been produced | Высказывание и обоснование своего мнения **(К)** |
| 5. Творческое применение знаний  | 15 | - Despite the poem “Wait for Me” is considered to be the most famous poem by Konstantin Simonov, the war time, the heroic people who lived there, their tears, their courage gave him a chance to write a lot of war poetry. For example, the following poems: The Child on the Gun Carriage («Майор привёз мальчишку на лафете»), Smolenshchina («Ты помнишь, Алёша, дороги Смоленщины...»), The Colonel's Son («Был он немолодой, но бравый»), The Coward («Я знаю, ты бежал в бою»), etc. There are 15 of you today, let’s divide you in 5 groups. The first one will read the poem The Child on the Gun Carriage, the second – Smolenshchina, the third - The Colonel's Son, the fourth - The Coward. These groups will be 4 students each. The fifth group will be judges. While the 4 groups are preparing, they will design criteria for evaluating their performances. Areyouready? Let’sstart!Разделяет обучающихся на группы чтецов, выбирает группу жюри. Раздаёт обучающимся карточки со стихотворениями, параллельным русским и английским текстами.Через 6-7 минут по одной вызывает группы для чтения стихотворений. Группа жюри оценивает всех выступающих, подводит итоги. | Начинают готовиться к чтению стихотворений. Группа-жюри разрабатывает критерии оценивания.(примерные критерии, составленные обучающимися):- groupwork (стихотворение представляет вся группа, а не отдельные обучающиеся);- expression;- absence of pronunciation mistakes, etc. | Умение организовывать учебное сотрудничество при работе в группе **(К)**, определение необходимых действий и алгоритма их выполнения в связи с учебной задачей **(Р)**; готовность и способность вести диалог с другими людьми (**Л**) |
| 6. Рефлексия, домашнее задание | 5 | - I would like you to take these sheets of paper and answer the questions there: -what is (are) the most interesting fact (s) I have learnt?-what facts about the Great Patriotic War, its heroes, poets, etc. I would like to learn in the future?Why?Собирает карточки с ответами.-Thanks again for your participation. For our next class I want you all to learn one poem by Konstantin Simonov. See you! | Сдают карточки, прощаются с учителем. | Развитие навыков рефлексии **(Л)** |