МИНИСТЕРСТВО ТРАНСПОРТА РОССИЙСКОЙ ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ АГЕНТСТВО ЖЕЛЕЗНОДОРОЖНОГО ТРАНСПОРТА

ФИЛИАЛ ФЕДЕРАЛЬНОГО ГОСУДАРСТВЕННОГО БЮДЖЕТНОГО ОБРАЗОВАТЕЛЬНОГО УЧРЕЖДЕНИЯ ВЫСШЕГО ОБРАЗОВАНИЯ

 САМАРСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ПУТЕЙ СООБЩЕНИЯ в г. Алатыре

Методическая разработка открытого урока по дисциплине « Английский язык»

 Тема:  **«At the Railway Station»**

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 Выполнил: Заволжская Т.С.

Алатырь, 2018

**Открытый урок по дисциплине «Иностранный язык»**

**Дата: 7 июня 2018 Группа**: ОПУ-17-1 **Преподаватель:** Заволжская Т.С. **Тема: At the Railway Station Место проведения:** 218 кабинет **Тип урока:** урок усвоения новый знаний **Основная цель урока**: развитие личности учащегося, способного и желающего участвовать в коммуникации по заданной теме. **Компоненты цели: Образовательный:** развивать речемыслительную деятельность учащихся. Учить студентов пользоваться новой лексикой по теме. Отрабатывать навыки диалогической и монологической речи. **Воспитательный:** воспитывать такие качества как уважение друг к другу и умение сотрудничества при работе в группе. **Развивающий:** развивать интеллектуальную и эмоциональную стороны личности студентов ( память ,внимание, воображение), их эстетический вкус. Развивать потребность расширять свой кругозор. **Задачи: 1**.научиться делать диалогическое высказывание, используя изученную лексику и грамматические конструкции; **2.**изучить новый лексический материал; **3.**уметь использовать этот материал в речи; **4.**поддерживать интерес к изучению английского языка; **5.** уметь выражать свои мысли: **Формы организации на уроке**: индивидуальная, фронтальная, парная, групповая. **В результате усвоения темы студент должен: знать:** лексический минимум по данной теме; **уметь:** чётко и ясно излагать свои мысли по данной теме на английском языке , участвовать в совместной деятельности; **иметь навыки:** аудирования, говорения, чтения и письма. **Формирование компетенций : О.К.4:** Осуществлять поиск и использование необходимой информации для эффективного использования профессионального и личностного развития. **О.К.6:** Работать в коллективе, команде, тактично общаться с коллегами, руководством.  **Оснащение урока**: интерактивная доска, мультимедийный проектор, презентации , раздаточный материал, англо-русские и русско-английские словари**. Межпредметные связи:** история, информатика, русский язык, география, краеведение.

**Планурока «At the Railway Station»**

**I.Организационный момент(T-G). 1.1. Приветствие, проверка отсутствующих. 1.2. Pечеваязарядка: Who wants to be a teacher? Ролевая игра (Ты- учитель). 1.3. Фонетическая зарядка (Учитель- группа). II. Основной этап. 2.1. Введение нового лексического материала.( Лексика вводится в контексте, студенты должны понять с помощью слайдов значения слов). 2.2. Закрепление лексических единиц. (Дать русские эквиваленты слов и словосочетаний). 2. 3.Подобрать синонимы к словам и выражениям: ( работа в группах). 2.4 Закрепление лексического и грамматического материала(аудирование диалога). 2.5.Методологический прием проверки понимания речи на слух: ( задания для студентов с помощью постановки вопросов по содержанию диалога, на которые студенты должны ответить по-английски в устном виде, доказав адекватность понимания и правильность перевода диалога). Напечатанные задания выдаются каждому. 2.6.Развитие навыков диалогической речи: творческая работа в группах над диалогом методом подстановки. (S1-S2,S3-S4). III. Формированиеконтекстныхмонологическихречевыхумений. 3.1. Методпроектов: a) The Children’s Railroad. b)The role of the Soviet railways during the Great Patriotic War. c)The railway stations inMoscow( 3 reports). d)Просмотр в/клипа «A booking clerk». е) Развивающая oрфографическая игра «Буквеннный охват» «GuesstheWords».** ( Студенты «расшифровывают» слова, записывают их в конспекте.). **Слованаэкране. 3.2.Мини-сообщениястудентов: а) The Railway station in Alatyr (some historical facts). b)The modern railway complex in Alatyr. 3.3.Развитие навыков изучающего чтения.** Самостоятельное чтение текста **« At the RailwayStation»** и выполнение задания.3.5.Закрелпение материала урока.( просмотраутентичногом/ф «Thetravelling of Chevostic: at the railway station» . IV.Заключительный этап урока. 4.1.Подведение итогов урока. 4.2.Объяснение домашнего задания. 4.3. Мотивировка оценок. 4.4.Прощание с группой.

**Ход урока:**

**I. Организационный момент** (T-G). **1.1. Приветствие, проверка отсутствующих, заполнение журнала.**

**Teacher:** Stand up, please! Good morning, students! I am glad to see you! Sit down, please! Who is on duty today? Who is absent today?

**2.1. Pечевая зарядка.** Who wants to be a teacher? **Ролевая игра** (Ты-учитель)

(D-E-N-V) **D:** May I be a teacher? **Teacher:** Yes, оf course. Continue the lesson, please.

**E**1: What day is it today? What date is it today? What season is it now? Is it summer or winter now? Is it warm in summer in Chuvashia?

**N-2**: Tell me the summer months. What season comes after spring? What is the weather like today? Is the sun shining brightly? Do you like the weather in summer? Is it warm today? **V3**: What is the coldest season? What is the hottest season?

**D:** What was the weather like yesterday? Was it Friday yesterday? What day was it yesterday? What day will it be tomorrow? Will it be Friday tomorrow? **N:** The weather was not nice yesterday. It was Wednesday yesterday. It will be Friday tomorrow.

**D:** Thank you. **Teacher**: Diana! You are a good teacher ! Thank you very much .Take your place, please. **3.1. Фонетическая зарядка** (Учитель- группа) **Teacher:** Now we have some phonetic exercises. Listen to me and repeat after me in chorus.(Фонетическая отработка новой лексики в речи) Повторение за учителем: the railway station, a booking office, waiting in queues, to pay for a ticket , a bank card , a waiting room, the bookstalls, the refreshment room, the inquiry office, the information bureau, a porter , the train conductor, the express trains, a double decker train, the corner seat of a carriage, a sleeping car, a bed in a sleeper , the upper berth, the lower berth , the dining-car, entrance , exit, the left luggage office. **II. Основнойэтап. 2.1**. Введение нового лексического материала. (Лексика вводится в контексте, студенты должны понять с помощью слайдов значения слов) **Teacher:** Listen to me, look at the screen and guess the meaning of the word. **Teacher**: When you want to travel by train, you go to **the Railway Station**. Look at the picture and guess the meaning of the word. What does it mean? **S:** It means- железнодорожная станция, вокзал. **Teacher:** You are right. **Teacher:** If you want to go to another town, you must buy a ticket at **a Booking office**. Usually there are a lot of people at the booking office.Can you guess what is it? **S:** It means-билетнаякасса. **Teacher**: You are right**. Teacher:** Those passengers who haven't got their tickets in advance **are waiting in queues** at the booking-office. What does this expression mean? **S:** It means: ждать в очереди. **Teacher**: For buying tickets at the railway station you can pay for a ticket on the train, using **a bank card**  **(Visa , Mir, Mastercard** ) Can you guess what is it? **S:** It isбанковская карточка. **Teacher:** You are right**. Teacher**: This is **a waiting room** or a waiting hall , where people sit or stand until their train arrives.Can you guess what is it? **S:** It s-зал ожидания . **Teacher:** You are right. **Teacher:** You can read about lots of things in a newspaper: about what happens in the world, in your country or town, about sports and music. You can buy it at **the bookstalls** .There people are choosing books, magazines and newspapers for the journey**.** Can you guess what is it? **S:** It is –книжный киоск. **Teacher**: You are right. **Teacher:** This is .**the refreshment room** at the railway station. It has a lot of hot drinks, sweets, cakes, and light meals and serves as a way to provide food for passengers. What does this expression mean? **S:** It means буфет. **Teacher :** You are right. If you do not know the time or the platform your train leaves from or when you want to know something , you go to **the information office** and ask about it. At all railway stations there are information offices. . Can you guess what is it? **S:** It is справочноебюро. **Teacher: Good.** This is **a porter**. He is a railway employee. The role of a porter is to assist passengers at [railway stations](https://en.wikipedia.org/wiki/Train_station) and to handle the luggage. How do you think what is he? **S:** He is носильщик ,грузчик. **Teacher:** Nice**. The train conductors** on a passenger trains are in charge of a train and the passengers. They are responsible for coordinating all activities on the train including collecting tickets or selling tickets, keeping track of who is riding the train,providing passengers with information and assisting them with seat location, baggage and so ona train conductor working on a passenger train. What is she? **S**: She is-проводница поезда. **Teacher:** Good. If you need to get to some place quickly, you can take **the express trains**. It is a comfortable form of rail service. Express trains make only a small number of stops, instead of stopping at every single station. Look at the picture and guess the meaning of the word. What does it mean? **S:** It means: поезд-экспресс, пассажирский поезд. передвигающийся с наибольшей скоростью и минимальным количеством остановок. **Teacher:** You are right. Let us have a rest. I think the next information will be useful to you. Travelling by train is the most comfortable and safety means of a journey. We are living inthe XXI century. The means of transportation on the railway are also developing. We have now comfortable and fast express trains. Look at the screen, please. This is **SAPSAN**. It is one of the most famous and the fastest trains in Russia. It runs on the railway lines Moscow- St. Petersburg, Moscow-Nizhny Novgorod. The maximum speed is 250 km/h. Dear students, watch the film «The train Sapsan is flying», please. Do you like it? This is **ALLEGRO**. It runs between St. Petersburgand-Helsinki, the capital of Finland. The speed on the railways in Russia is 200 km/h, because of the infrastructure of the Russian railways, but on the territory of Finland is 220 k/h. This is **SWALLOW.** It is a faster train, running in the Krasnodar region, between Adler and Tuapse, Moscow – Smolensk, Nizhny Novgorod, St. Petersburg, Orel, Kursk, Veliky Novgorod, Petrozavodsk. The speed is about 160 k/h. This is **STRIZH.** The speed is about 200 k /h. It runs -Moscow -Nizhny Novgorod, only for 3 hours and 45 minutes! ( the stops are only in Vladimir and Dzerzhinsk). We have already **Double Decker trains**. They run on the lines Moscow- St. Petersburg, Moscow- Sochi, Moscow -Kazan, Moscow -Samara. **Teacher:** Tell me, what is the meaning of an expression  **a double decker train** ?  **S:** It means 2-этажныйпоезд. **Teacher:** Look here. From **the comfortable corner seat of a carriage** you have a splendid view of thecountry-side.**What does this expression mean? S :** I think It means угловое сиденье(полка)вагона. **Teacher**: You are right .If you are tired and want to sleep there is **a comfortable bed in a sleeper.** How do you thinkwhat does this expression mean? **S:** I think It **means** удобная кровать в спальном месте. **Teacher:** Good. You are right **.**Look, this is **a sleeping car.** There are only 4 men there. It is very comfortable for a family, for example. There are 2 **upper berths** and 2 **lower berths.** How do you think what does it mean?  **S:** I think It means купейный вагон. **Teacher:** Good. You are right .This is **the dining-car** or a restaurant car. It is a railroad[passenger car](https://en.wikipedia.org/wiki/Passenger_car_%28rail%29) that serves meals in the manner of a full-service, a sit-down [restaurant](https://en.wikipedia.org/wiki/Restaurant)**.** Can you guess what is it? **S:** It isвагон-ресторан. **Teacher**: Good. There are a lot of notices in a big railway station. You may see **ENTRANCE and EXIT.** What does it mean? **S:** Только вход. Выход**. Teacher:** This isa clock room **or the left luggage office.** It is a room оr a place in a station where you can pay to leave your bag and may leave the luggage and collect them later. What does this expression mean ? **S:** It means оставить багаж в камере хранения.  **Teacher:** Right you are**. 2.2. Закрепление лексических единиц.** Now we shall do some exercises. The task is: **Дайте русские эквиваленты слов и словосочетаний:** the railway station , a booking office, waiting in queues, to pay for a ticket , a bank card , a waiting- room, the bookstalls, the refreshment room, the inquiry office, the information bureau, a porter, the train conductor, the express trains, a double decker train, the corner seat of a carriage, a sleeping car, a bed in a sleeper , the upper berth, the lower berth , the dining-car, entrance, exit, a left luggage office. Железнодорожная станция, вокзал, оставить багаж в камере хранения, билетная касса ,выход, ждать в очереди, банковская карточка, только вход, вагон-ресторан, зал ожидания, купейный вагон, книжный киоск, удобная кровать в спальном месте, буфет, угловое cиденье ( полка) вагона, справочное бюро, поезд экспресс, носильщик ,грузчик, проводница поезда.

**2.3.** The task is: **Подобрать синонимы к словам и выражениям:** ( работа в группах**)**

**a travelling, a fast train ,an express train, the journey, a dining-car, a very busy place, a luggage, a porter, a booking-office, a bookstall ,a magazine, a waiting- room, the refreshment room, arrivals, departures, the clock room, , a left luggage office, the inquiry office, the information bureau, the dining room, a baggage, a ticket office ,a journal, a dining hall, a leaving checkroom, a transient place, a baggage carrier, a bookshop, a reception room, coming, a wardrobe.**

**2.4. Закрепление лексического и грамматического материала. Teacher:** Today the theme of our lesson is ‘’At the railway station’’. We’ll talk about the places at the railway station where you can go and what things you can buy there .But first of all let’s revise our expressions of this topic. Listen to **the dialogue** and try to understand it. You may listen to the dialogue twice. **Clerk: Good morning, sir. Can I help you? Passenger: Yes, please. I need a first-class one-way ticket to Dublin. Clerk: There is a night train which leaves at 8 pm. Passenger: Yes, that’s fine. How much is the ticket? Clerk: It’s 15 pounds. Do you need a return ticket? Passenger: No, I don’t, thank you. Clerk: Here you are, sir. Are you going to pay by credit card or cash? Passenger: Credit card. Here it is. Clerk: Enter your PIN, please. Thank you. Have a good day, sir.** **2.5.Методологический прием проверки понимания речи на слух(** задания для студентов с помощью постановки вопросов по содержаниюдиалога, на которые студенты должны ответить по-английски в устном виде, доказав адекватность понимания и правильность перевода диалога) Напечатанные задания выдаются каждому: 1.Where does the dialogue take place? 2. The speakers are the clerk and the passenger, are’nt they? 3. What does the passenger want to do? 4. The passenger wants to buya first-class one-way ticket, does’nt he? 5. What city does the passenger want to travel? 6 .Is there a night or [a morning train](http://context.reverso.net/%D0%BF%D0%B5%D1%80%D0%B5%D0%B2%D0%BE%D0%B4/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9-%D1%80%D1%83%D1%81%D1%81%D0%BA%D0%B8%D0%B9/the%2Bmorning%2Btrain)? 7. At what time does a night train leave? 8. How much is the ticket? 9. Does the passenger need a return ticket? 10. Is the passenger going to pay by credit card or cash? 11. Must the passenger enter his PIN? **Teacher:** Thank you. Most of you were attentive and active. **2.6.Творческая работа в группах над диалогом методом подстановки.(S1-S2,S3-S4). Teacher:** Here are the dialogues «At the Railway Station». You must prepare and act your own dialogues.Try to use as many new words as you can.Now imagine that you are at the railway station and want to buy a ticket to London. Примерные диалоги**: ( At the booking-office )** -Can I have a ticket to Manchester, please? - How much does it cost? A ticket to Manchester will cost you 30 pounds .-Oh, it is very expensive.-There is a train at 6.50 p.m. The tickets are cheaper . .-Is it a long-distance train? -No, it is not. -Do I have to pay luggage? -No, you mustn’t. -Do you accept Visa Cards? -Yes, we do. Here is your ticket. -Thank you very much. -You are welcome**. (At the platform)** - Good afternoon, Missis. May I help you? -Be kind, help me with my heavy luggage. - Where are you going to? - I am going to London. - Oh, this is a night train . -Yes, where can I wait for the train departure? -First come to the left luggage office and leave your luggage there and then you can go to the waiting room. -How much is the cost for the luggage? - It is about 6 pounds, Missis. – Well. Let’s go to the left luggage office, then explain me please, where is the refreshment room. I want to have a cup of coffee. –Oh, yes, Missis. It is on the ground floor, just near the waiting room. -I am very grateful to you for your help*.* [How much](http://context.reverso.net/%D0%BF%D0%B5%D1%80%D0%B5%D0%B2%D0%BE%D0%B4/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9-%D1%80%D1%83%D1%81%D1%81%D0%BA%D0%B8%D0%B9/How%2Bmuch) should I pay for your [service](http://context.reverso.net/%D0%BF%D0%B5%D1%80%D0%B5%D0%B2%D0%BE%D0%B4/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9-%D1%80%D1%83%D1%81%D1%81%D0%BA%D0%B8%D0%B9/service)*?* -1 pound, Missis. Have a nice trip, Missis. Teacher: Are you ready with your dialogues? Who wants to act it? (A\* D)( N\* D), please.

**3.1.Формирование контекстных монологических речевых умений. (Методпроектов) Teacher:** As I have already said, today our theme is ‘’At the railway station’’. Tell me please, what college do you study at?  **S:** We study at the railway college. **Teacher:** Why do you go to study at this college? Who can answer my question? I know that some of you have made the presentations. I want you to look at it. **(N)** please. **N: The Children’s** Railroad . My name is Nastya. When I was a small girl my parents and I were in Moscow. It was summer. My cousin Alex was 14 years old and he worked at the Moscow Children’s Railroad.We went to visit him.During summer months he worked as a train driver! I have learnt that the children of ages 8-15 may work at the Children’s Railroads.They study the railroad’s professions there. The Children’s Railroads have narrow gauge, it is 600-1200 mm in wide. But the children work there as their grownups. On the Children’s Railroad everything is done under the leadership of experienced workers. Summer! The season is opened! You can choose any railway profession there.This is a railway manager.This is a train conductor. These are rolling stock managers. These are linemen. This is a train timetable of the Moscow Children’s Railroad. This train is old. This train is a modern one .The first Children’s Railroad in the Soviet Union was created in 1932 in Moscow, in the Gorky Park. During the Great Patriotic War the Children’s Railroad in Moscow took an active part in transport of goods. 3 young railway men were awarded the title «the Hero of the Soviet Union», 12 young railway men were decorated with medals «For the Defense of Moscow». I am proud of them. Now there are 26 Children’s Railroads in Russia in big cities, such as in Moscow, Kazan, Nizhny Novgorod, Penza, Irkutsk, Ufa and so on. From my childhood I want to be a railway manager and to work at therailwaystation. It is very interesting and romantic.The railways were, are and will be! **Teacher**: N ! Thank you for your exciting story and the excellent presentation Itwas really very interesting. Take your seat, please. Now we have heard the story about the Children’s Railroads and their contribution to the Victory during the Great Patriotic War. And do you know about the role of the Soviet railways during the Great Patriotic War?Who can tell us about it? **Lena:** I can tell you about it. **Teacher:** We are listening to you. **L:** The war began suddenly. On the 22-nd of June 1941 the fascist Germany attacked the Soviet Union.So the Great Patriotic War had begun.The railway transport played the great role in it. From the first days of the war the soviet railwaymen had to organize a stable supplyof a great number of troops, fuel, military equipment, weapon, food to the front. The railway transport took away the children, wounded soldiers, plants, factories from the frontline. The children had to leave their homesbecause of the war,they were getting on the trains as far as possible from the frontline.The railway transport became theconnecting link between the front and the home front. The railway men and women took an active part in the battles of the Great Patriotic War. Train drivers, railway managers, train conductors, rolling stock managers, linemen, all of them together, had done their best to bring the Great Victory closer.During the war the fascists had ruined 317 railway plants, 16000 locomotives were ruined or stolen, 65000 railway lines, 15945 railway bridges , 4100 railway stations, 2436 [train station](http://context.reverso.net/%D0%BF%D0%B5%D1%80%D0%B5%D0%B2%D0%BE%D0%B4/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9-%D1%80%D1%83%D1%81%D1%81%D0%BA%D0%B8%D0%B9/train%2Bstation)s were destroyed by bombing. The [great damage](http://context.reverso.net/%D0%BF%D0%B5%D1%80%D0%B5%D0%B2%D0%BE%D0%B4/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9-%D1%80%D1%83%D1%81%D1%81%D0%BA%D0%B8%D0%B9/great%2Bdamage) was done to the railway system of the Soviet Union. But the railway men lead the trains, delivered people, transported goods. 16950railwaymenwere decorated with medals «For the Defense of Moscow, Leningrad, Stalingrad, Sevastopol, Odessa, the Caucasus and theArctic», 127railwaymenwere awarded the title the Hero of the Soviet Union.The war was over and the soviet trains returned home with the Great Victory! **Teacher:** L! Thank you for your creative presentation and interesting report. Take your seat, please. Dear students. When we were studying the theme «Moscow» I have told you that there are many train stations in Moscow. Many our [college graduate](http://context.reverso.net/%D0%BF%D0%B5%D1%80%D0%B5%D0%B2%D0%BE%D0%B4/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9-%D1%80%D1%83%D1%81%D1%81%D0%BA%D0%B8%D0%B9/college%2Bgraduate)s are working there. Do you remember how many train stations are in Moscow? **Diana:** I think that there 9 railway stations in Moscow. I have some information about it. **The railway stations in Moscow. The Kazan railway station.** It is situated on the «square of the 3 stations. It is one of the youngest and the largest railway stations.The first wooden railway station was built in 1862, was named as Ryazan railway station. The modern building was built in 1913. It’s main characteristic is left driving trains thanks to the English engineers. That is why the exit of the passengers is on the unusual opposite left side. **Yaroslavsky Rail Terminal** . The image of this railway station is very strict. The hightent-roofedtower reminds about the Russian North. Sometimes it is called the North railway station. It was wooden, but in 1902 it became stone. About 200 electric trainspass through this station daily. **Leningradsky Rail Terminal .**This Rail Terminal opens the way to thenorth-western direction from Moscow. Here you feel the elegance and calmof the northern capital. It is one of the oldest railway stations in the capital. It was built in 1849under the Tsar Nicholas the First and was named after him. In 1851 his family traveled by the first Russian railroad from St. Petersburg to Moscow. It took them 22 hours. From 1937 it is the Leningradsky Rail Terminal. All these railway stations are situated on theKomsomolskaya square,this square is named as the square of the 3 railway stations. . **Teacher:** D! Thank you for your interesting information. Take your seat, please. Let us have a rest a little and watch the film «**At the Kazan railway station. The work of a booking clerk**». Well, who knows may be some of you will work as a a booking clerk in future.And what else railway stations are in Moscow ? Andrew, please. **A:Kiyevsky Rail Terminal.**When I was a small boy we visited our relatives in Odessa. The departurewasfrom the Kiyevsky Rail Terminalof Moscow. The first passenger train went to with this stationin 1899. This railway station is the gateway to Rome,Istanbul, Athens,Vienna, Sofia, [Budapest](http://context.reverso.net/%D0%BF%D0%B5%D1%80%D0%B5%D0%B2%D0%BE%D0%B4/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9-%D1%80%D1%83%D1%81%D1%81%D0%BA%D0%B8%D0%B9/Budapest),Prague*,*Belgrade,Bucharest and to the cities of the Ukraine and to the Moldova. **Belorussky Rail Terminal.** Historically this railway station had many names:Smolensk, Brest,Alexandrovsky,Belorussko- [Baltic](https://www.babla.ru/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9-%D1%80%D1%83%D1%81%D1%81%D0%BA%D0%B8%D0%B9/baltic). In 1941 from this train railway the trains took the soldiers to the front and in 1945 this railway station met the soviet winners returning from Europe. This railway station is the gateway to Europe sending travellers to Poland,Lithuania,Slovakia,Czechia,Germany,Austria. **Kursky Rail Terminal.** This Rail Terminal is the largest and the most universal railway station, receiving a huge stream of long distance and electric trains.Transit trains pass through it from the North to the South. You can go to St. Petersburg and to Rostov-on –Don alike. It was built 1n 1866. It has 2 [wings of the building](http://context.reverso.net/%D0%BF%D0%B5%D1%80%D0%B5%D0%B2%D0%BE%D0%B4/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9-%D1%80%D1%83%D1%81%D1%81%D0%BA%D0%B8%D0%B9/wing%2Bof%2Bthe%2Bbuilding): the rightis to the Gorky directionand the left is to the Kursk direction. **Teacher:**A, Thank you for your interesting information. Take your seat, please.Are there any more railway stations in Moscow?  **D:**Yes,there are**. The Rizhsky Rail Terminal.**This railway station was built in 1901. The names were: the Baltic and the Rzhevrailway stations, but from 1946 it is the Rizhsky Rail Terminal. It opens the way to the nonfreezingBaltic ports. **Paveletsky Rail Terminal**. It was founded in 1900. It’s first name was the Saratov railway station, connecting Moscow with the Volga Regions. **Savyolovsky Rail Terminal** . This railway station was built in 1902 under the leadership of Savva Mamontov, the richest tradesman of Moscow. It’s first name was Butyrkarailway station, because the Butyrkaprisonwas near it. Now it is the only Moscow’s railway, sending only the suburban trains.From 2004 it is the gate to the international airport [Sheremetyevo](http://context.reverso.net/%D0%BF%D0%B5%D1%80%D0%B5%D0%B2%D0%BE%D0%B4/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9-%D1%80%D1%83%D1%81%D1%81%D0%BA%D0%B8%D0%B9/Sheremetyevo). Here you can leave your luggage, register the air flight, get to the Lobnya station, make a change to the special bus . Now the new railway line is building to the airport. The plans are to connect these 3 largest airports with the common network. But it is in future. **Teacher:**D! Thank you for your interesting information. Take your seat, please. Who knows may be after the graduation from our college you will work at some of these terminals in Moscow. Are you tired of listening the reports?Let us change the form of the work. Look at the screen and **«GuesstheWords».**You can see some English words there. But the letters are not in the right order. Will you make up the words using these letters? ( Студенты«расшифровывают» слова, записывают их в конспекте). Время на выполнение задания – 3-4 минуты.**Слованаэкране (**БЕЗ ПОДСКАЗКИ**):**

**rconotcdu (conductor)nsotiat ( station) elgagug(luggage) ecnetnar ( entrance) tereinsingt(interesting)dahoysli(holidays)lingveltra(travelling) ertpro(porter)neyurjo(journey)tectik ( ticket)**

**Teacher:** Have you done the task? Are you ready? Who reads the words? (один из студентов зачитывает слова) Good. **3.2.Мини-сообщениястудентов: а) Teacher:** Imagine, N is a guideand she will tell us somehistorical facts about our rail way station. **N:The railway station in Alatyr**.It belongs to the Kazan branch of the Gorky’s railroad.It was built in 1893.This is the building of the old railway station.Our town was connected with theindustrial centres of the Russian empire by this railway road.Soon the depot and the )shad appeared.Later the steam-engine-repair plant had been formed. During the Great Patriotic War the railway station in Alatyr was used as the collection distribution point of the wounded soldiers and officiers of the Soviet Army.During the Great Patriotic War many evacuated people arrived on railway to Alatyr. Do you remember, what is it ? It is the old foot bridge. **Teacher**:N! Thank you for your interesting information. Take your seat, please.S, what do you know about the modern railway complex Alatyr? **S :The modern railway complex in Alatyr** was opened in 2006. It is a very beautiful railway complex.A new modern foot bridge was built in 2007.This is the building of the trademark office.These are the railway’s workshops.The waiting room at the railway station is also very nice. Long-distance trains are passing through this station to Novosibirsk, Perm, [Ekaterinburg](http://context.reverso.net/%D0%BF%D0%B5%D1%80%D0%B5%D0%B2%D0%BE%D0%B4/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9-%D1%80%D1%83%D1%81%D1%81%D0%BA%D0%B8%D0%B9/Ekaterinburg),Stary Oskol,Novorossiysk ( in summer- Izhevsk-Adler).There are also local trains in direction Alatyr-Kanash and Alatyr-Red node. At the railway station in Alatyr you can buy the passenger’s tickets, leaving and [baggage claim](https://www.babla.ru/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9-%D1%80%D1%83%D1%81%D1%81%D0%BA%D0%B8%D0%B9/baggage-claim), cargo dispatch. Look at this picture. It is an old train. It is a veteran of theAlatyr’s railway station. When you enter our town you can see it. It is a monument now. . **Teacher:**S! Thank you for your interesting information. Take your seat, please. **3.3.Развитие навыков изучающего чтениячтения. Самостоятельное чтение текста « At the Railway Station» и выполнение задания. Teacher:**Revising the theme of the lesson, we shall read and translete the text**« At the Railway Station».**Its common knowledge that nowadays people travel a lot. They travel on business and for pleasure, about the country and abroad. Those who wish to travel have at their disposal various means of transport: express trains and big ships, cars and jet airliners.
Although we all agree that the future belongs to the air transport, the railway is still one of the most popular means of communication. Of course, if people are short of time and have to travel a long distance they usually travel by air. But if they have time they prefer to go by train.
With a train you have speed, comfort and pleasure combined. From the comfortable corner seat of a carriage you have a splendid view of the country-side. If you are hungry you can have a meal in the dining-car and if the journey is long you can have a comfortable bed in a sleeper.
A big railway station is a very busy place. Lets imagine that we are in one of them.
There are a lot of platforms at which trains come in and go out. A train is standing at one of the platforms ready to leave. The porters are very busy carrying luggage to the train or pushing it on their trucks. On another platform the train has just come in. Some passengers are getting out, others are getting in. Those who havent got their tickets in advance are waiting in queues at the booking-office. At the bookstalls people are choosing books, magazines and newspapers for the journey. There are a lot of notices in a big railway station. You may see ENTRANCE and EXIT. There is also a WAITING-ROOM where you can relax until it is time to board your train. If you are hungry or thirsty youll go to the REFRESHMENT ROOM.
If you dont know the number of the platform from which your train leaves, look for the notices ARRIVALS and DEPARTURES. They will tell you the number of the platform.
When you arrive in a large town you may leave your heavy luggage at the station. In this case you will look for the CLOAK ROOM or LEFT LUGGAGE OFFICE.
You will also see the notice BOOKING OFFICE. This is where you buy your ticket. If you dont know the time or the platform your train leaves from youll go to the INQUIRY OFFICE or the INFORMATION BUREAU.  **3.4.Проверка прочитанного текста (фронтально по вопросам).** Answer the questions: 1. Why do people travel a lot nowadays?
2. Which is the most popular means of communication? Why?
3. How can you describe a big railway station?
4. Where can passengers wait for the train?
5. Where can passengers buy tickets?
6. Where can passengers get information about the time and the platform the train leaves?
7. Where can passengers leave their heavy luggage **3.5.Закрелпение материала урока.(** просмотр аутентичного м/ф **) Teacher:** Now we shall relax and watch the animated film**: «The travelling of Chevostic: at the railway station».** But it is only in Russian**. «The travelling of Chevostic: at the railway station» . IV.Заключительныйэтапурока.** 4.1.Подведение итогов урока. **Teacher:** Now listen to me. I must say that we have done a large and creative work at the lesson today. 4.2.Объяснение домашнего задания. **Teacher:**Yourhome task is: make up a story about **«A railway station of my childhood»,** using the new words and expressions. 4.3. Мотивировка оценок. **Teacher:** All of you were active,creative and expressive. Your marks are «excellent » 4.4.Прощание с группой. **Teacher:** Our lesson is over. You may be free. Good bye**.**

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| **II. Основной этап**2.1. Введение и активизация нового лексического материала.(Лексика вводится в контексте, студенты должны понять с помощью слайдов значения слов). | Дает целевую установку к активизации лексических единиц. Создаёт эмоциональный настрой на. плодотворную работу на занятии...  | Слушают, осознают , стараются запомнить,записывают в конспекты новые Л Е,анализируют и сопоставляют полученную информацию. Взаимодействуют с учителем и друг с другом во время высказывания во фронтальном режиме, групповой работы. записывают в тетрадь примеры.  | Развитие навыков языковой догадки при аудировании с опорой на слайды по теме урока  | 15 мин. |
| 2.2. Первичное закрепление лексических единиц.(Дать русские эквиваленты слов и словосочетаний). | Дает установку на выполнение задания. Контроль знаний студентов | Читают, переводят, соотносят слова и предложения. Отвечают и защищают свои ответы, слушают другие микрогруппы.  | Развитие навыков самостоятельного перевода ( без словаря) |  |
| 3 мин. |
| 2.3. Подобрать синонимы к словам и выражениям.(Работа в группах). | .Организует групповую самостоятельную работу с последующей взаимопроверкой | Студенты осознанно выполняют предлагаемые задания по теме, анализируют знания лексических единиц.  | Развитие коммуникативных навыков сотрудничества с другими обучающимися  | 3 мин. |

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| 2.3. Подобрать синонимы к словам и выражениям.(Работа в группах). | .Организует групповую самостоятельную работу с последующей взаимопроверкой | Студенты осознанно выполняют предлагаемые задания по теме, анализируют знания лексических единиц.  | Развитие коммуникативных навыков сотрудничества с другими обучающимися  | 3 мин. |
| 2.4. Активизация лексического материала.(Аудирование диалога). | Создаёт условия для мотивации студентов к дальнейшейработе по теме «На железнодорожной станции». | Слушают и обсуждают, осознают полученную информацию | Развитие умения осознанно и адекватно воспринимать на слух английскую речь | 4 мин |
| 2.5. Методологический приём проверки понимания речи на слух. | Дает установку на выполнение задания. Контроль выполнения и знаний студентов.. | Читают, переводят, находят в тексте соответствующую теме урока информацию.  | .Развитие осознанного речевого высказывания в устной форме построение речевого высказывания в устной форме.коммуникативных задач. | 3 мин. |
| 2.6. Развитие навыков диалогической речи.(Творческая работа в группах над диалогом методом подстановки). | Организует парную, творческую , самостоятельную работу с последующей театрализацией диалогов | Составляют собственные диалоги по теме урока с использованием опоры.  | Развитие навыков диалогической речи на основе лексического материала. | 5 мин. |

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| **III. Формирование контекстных монологических речевых умений**.3.1. Метод проектова.) Детская железная дорога.b.) Роль советских ж.д в ВОВ.c.) Ж.д вокзалы Москвы.d) Развивающая орфографическая игра «Буквеннный охват»  | Мотивирует, помогает определить значимую цель творческого проектаОбеспечивает положительную реакцию студентов на творчество одногруппников. Преднамеренно переключает внимание на эффективные тренировочные упражнения долгосрочной визуальной памяти  | Презентуют продукт своего проекта. Отвечают на вопросы учителя и студентов группы.Воспроизводят и записывают слова в нужном порядке. | Развитие .умения с достаточной полнотой и точностью выражать свои мысли в соответствии с задачами и условиями коммуникации. Развитие визуальной памяти | 10 мин2 мин |
| 3.2. Мини – сообщения студентов.а.) История ж.д станции г. Алатырь.b.) Современный комплекс ж.д станции Алатырь. | Слушает презентации студентов,задает вопросы после презентаций.Следит, чтобы результаты проектов соответствовали поставленной цели. | Слушают доклад, делятся впечатлениями  | Развитие навыков экспрессивной монологической речи и умения выступать перед аудиторией.  | 7 мин. |
| 3.3. Развитие навыков изучающего чтения текста «At the Railway Station» | Обьясняет снятие трудностей при работе с текстом  | Читают, переводят и выполняют задание.средствадлярешениякоммуникативныхзадач(читаютипонимаютнебольшойтекст) | Развитие навыков коммуникативно-познавательной деятельности обучающихся.  | 5 мин. |

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| 3.4. Проверка прочитанного текста. | Организует познавательную функцию речевого взаимодействия (фронтально) | Осуществляют активную переработку информации | Развитие навыков самостоятельной работы | 17мин. |
| 3.5. Закрепление материала урока. | Делает обобщение изученного при помощи аутентичного м/ф «The Travelling of Chevostik:at the Railway Station” | Смотрят, слушают, осознают. | Развитие аудиально-визуальной памяти, расширение кругозора. | 5 мин. |
| **IV. Заключительный этап урока.**4.1. Подведение итогов урока.4.2.Объяснение домашнего задания.4.3. Мотивировка оценок.4.4. Прощание с группой. | Объясняет домашнее задание | Слушают и записывают задание | Развитие творческих навыков: **Повышенный уровень**Составить рассказ по теме: «Ж д вокзал моего детства» | 2 мин. |

Преподаватель: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Заволжская Т.С.