

**План- конспект  
внеклассного мероприятия по английскому языку  
в 11 классе.**

**Тема: « Британская идентификация»**

**Цели:** совершенствовать коммуникативную компетенцию учащихся, развивать социально-значимые качества личности ученика в сфере социальных интересов.

**Задачи:**

**Учебно-образовательные:**

- Создать условия для ознакомления учащихся с понятием « Британская идентификация»
- и её составляющие.
- Активизировать лексику по теме.
- Совершенствовать навыки аудирования.
- Развивать языковые способности и речевую культуру.

**Развивающие:**

- Создать условия для развития умений и навыков учащихся средствами изучаемого
- Английского языка выражать своё отношение к обсуждаемой проблеме; развития способности к переключению внимания, познавательного интереса.
- Развивать у учащихся умение определять взаимосвязи глобальных проблем и их взаимозависимость, основные меры и пути, позволяющие решать глобальные проблемы.

**Воспитательные:**

- Воспитывать у учащихся чувство уважения к особенностям иноязычной культуры и традициям других народов.
- Развивать навыки сотрудничества при групповой работе по теме.
- Обучать готовности выслушать разные точки зрения по проблеме.
- Формировать чувство сопричастности к чужой культуре и более глубокое осознание своей культуры.

**Оснащение:**

- дидактический раздаточный материал,
- РС и мультимедийный проектор,
- Интернет-страница [www.Longman.com](http://www.Longman.com),
- Презентация по теме « Multicultural Britain»,
- Видео « Queen's Speech».

## LESSON PLAN

### I. GREETING.

Dear guests and friends! I'm glad to see you. I hope you are fine and are ready to work hard at our lesson. Today we continue discussing the topic "National Identity".

### II. SPECIFYING THE THEME.

Целеполагание . Сообщение задач урока, мотивация учебной деятельности.

We'll have practice in oral speech and listening, work in groups and revise grammar in a form of a test.

### III. WARM UP.

Let's get down to work.

Modern society exists in a world of complex social, economic and national identity problems. National identity is the sum of all things by which humanity can choose to differ. At the previous lesson we started speaking about "British Identity". Contemporary Britain is a mixture of the traditional and the new. It still has a Royal family, there are still pretty villages with old fashioned pubs.

At the same time it's a growing, multiethnic and multicultural society, developing in many fields: the arts , architecture, science, education, finance and politics.

### III. ORAL PRACTICE.

1. What makes the British people unique?

P.1- their mixture of nations, that strengthen and renew British Identity.

P.2- pluralism of their ancestry.

2. To show that British are not a pure race let's open the pages of its history.

P.3 London was first established as the capital of a Celtic Britain by Romans who were driven by Saxons and Angles.

P.4. The great cathedrals on this land were built mostly by Norman bishops.

P.5. Richard the Lionheart spoke French and depended on the Jewish community of England.

P.6. British Identity was perhaps at its strongest at the height of the British Empire in the 19<sup>th</sup> and early 20<sup>th</sup> centuries. Some historians consider that with the decline of British power, British identity is also weakening as people identify more with the three nations that make up Britain. British identity has also become more multicultural in the last forty years with immigration.

P.7. Great Britain has existed since 1707 with the Union of England and Wales with Scotland. Ireland became part of the United Kingdom in 1800, but the majority of the country became independent in 1923 as the Irish Free State and later the Republic of Eire, Northern Ireland remained part of the United Kingdom.

P.8. After the Second World War, Britain faced an influx of European refugees. As a result of it, sizeable groups of Americans , Australians , Chinese and even Indian or Pakistani settled down and concentrated in communities.

P.9. So the British are not a race, but a gathering of countless different races.

3. There is an idea that Britain was a pure Anglo-Saxon society before the arrival of communities from the Caribbean, Asia and Africa.

P.9. No, it's a fantasy. London is a perfect center of the globe. It's a home to over 30 ethnic communities of at least 10.000 residents each. Over 300 languages are spoken by families over there evening meal at home.

4. Is this pluralism a burden?

P.10. The British accept it is not but they often do it reluctantly.

5. Do the British admit that immigration is the result of economic success?

P.11. Legitimate immigration is the necessary and unavoidable result of economic success, which generates a demand for labour faster than can be met by the birthrate of a modern developed country. British cultural diversity is one of the reasons why Britain continues to be the preferred location for multinational companies setting up in Europe.

#### **IV. PRESENTING PROJECTS. (5.24 min.)**

Last time we discussed different aspects of the notion “British Identity”: migration, ethnic groups languages religions work and society .You expressed your will to make theme projects covering all the subtopics. Who will take the floor and make an introduction to the project?

- |    |    |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

Thanks a lot. Your project has helped us understand that due to its cultural diversity, Britain in the 21<sup>st</sup> century is a thriving, multi ethnic, multicultural society.

#### **V. LISTENING COMPREHENSION. (4.min.)**

Аудирование , проверка понимания и анализ. Обсудить и выразить точку зрения.

As you understand we’ve just heard the official point of view , the opinion of sociologists, politicians, but what do ordinary people think on the identity of Britain and the British?

Now you ‘ll listen to a radio phone-in programme. The presenter puts forward the only question: who the British are. You ‘ll hear 4 callers: Clare, John Andrews, Deshine Mohammed and Fergus McKay. Be ready to answer the question how the British describe themselves. Catch the opinion of every speaker. You’ll work in groups and try to use all the adjectives from the “Key Words”.

1. According to a recent poll how do the British describe themselves?  
( animal lovers, tolerant ,suspicious of foreigners, reserved)
  2. What is the first speaker’s opinion?( conserv., old-fash., multicul., innovative, Engl., European)
  3. Does the second speaker think the same? ( historic, proud, British, not European, much in common with Americ., Austral.,)
  4. What did the representative of the minority answer? (though the majority is tolerant, there is still an intolerant minority, feels British but Pakistani as well). Though you were on holidays in August I think you watched TV, surfed the Net and followed the current news, I mean the streets riots in the outskirts of London in the middle of August which were organized by the children of an intolerant minority. English culture and faith are alien to them.
  5. What’s the point of view of a Scots nationalist? (conserv., doesn’t feel Brit., feels Scottish, a Scots nationalist, European).
- So many people , so many views.

#### **VI. WATCHING A CLIP.(6min.)**

“British Identity” is an integral part of British culture, its traditions .What is the most famous Christmas tradition?-Annual queen’s speech at 3 p.m. I’d like to suggest you a clip. Enjoy watching and try to understand the main idea, make notes of her main quotations concerning the British society. What does she appeal her citizens to?.... I think you’ve enjoyed her speech because the queen is not only the head of state but the keeper of the British English .

#### **VII. Grammar Skills.**

Активизация и контроль лексико-грамматического материала.

Adjectives.

Today we’ve spoken much. What has made our speech emotional –the variety of adjectives. Look at the screen.

Animal lovers, advanced, democratic, emotional, friendly, liberal, modern, noisy, nature lovers, outdoing, powerful, violent, class-conscious, communicative, conservative, excitable, family-oriented, law-abiding, nationalistic, polite, proud, religious ,reserved, serious, traditional, tolerant, suspicious of foreigners, childish, selfish, impatient, sentimental, easy-going, reckless, idealistic, considerate, competitive, careless.

Multi-part verbs.

What are the most difficult things about English grammar? ( multi-part verbs and idioms).

Look at the screen. This is a story of a young woman who has to travel much though she is a stay-at-home. Read the whole text quickly before the completing it with the multi-part verbs.

Power Point Presentation. Ex. 8., page 11.

1.look forward to,2.takes off,3.get to,4.checked in,5.ring up,6.get on with(уживаться, ладить),7.get by(выживать), 8. put up with(смириться) 9. get at (доставать, раздражать) 10.to be enthusiastic about,11.to be similar to,12.to be busy with,13.to be disappointed with,14.to be interested in,15.to be kind of,14.to be pleased with,15.to be responsible for, 16.to be proud of,17.to be unhappy about.

## VII. Tests.

Контроль лексико-грамматического материала.

Now I'd like you to work individually. Test yourself. Take the places in front of the computers.

Tests A and B are suggested. You can check and evaluate yourselves by choosing an appropriate picture and stick it in the corner of the screen.

Test –A.

I.- 1.childish.2.reckless.3.selfish.4.idealistic.5.impatient.6.considerate.7.sentimental.8.easy-going.9.competitive.10.careless.

IV.- 1.about.2.to.3.with.4.with.5.in.6.of.7.with.8.for.9.of.10.about.

Test-B.

I.- 1.for.2.with.3.of.4.in.5.with.6.with.7.to.8.about.9.about.10.by.

III.- 1. considerate. 2.sentimental.3.easy-

going.4.competitive.5.careless.6.hardworking.7.childish.8.reckless.9.selfish.10.idealistic.

## VIII. SPEAKING.(1.45min.)

Dialogical speech.

While speaking on the problem we mentioned immigrants from Asia, Australia, Europe. Don't forget that the number of Russians is growing. I can't but mention the students. Now you "ll hear the interview with Clare describing her likes and dislikes about Britain. While listening, fill in the function file. You'll need everyday spoken language for discussing good and bad things about living in Moscow in pairs.

Dialogues : Ex., 7, page 11.

## IX.CONCLUSION.

Now let's sum up and see what conclusion we have come up to.

P.1.The modern notion of national identity cannot be based on race and ethnicity, but must be based on shared ideals and aspirations.

P2. Some of the most successful countries in the modern world, such as the US and Canada are immigrant societies. Their experience shows how cultural diversity, the concept of equal citizenship can be a source of enormous strength.

P.3. Immigrants have greatly contributed to their development.

P.4. By the way the first Peace –making organization appeared in London in 1816. The English language gave birth to such peace-making terms: consensus, human rights, tolerance, holocaust, peace education, peace conflict resolution.

## X. Hometask.

Подведение итогов урока. Рефлексия. Объяснение домашнего задания.

I think you understand that not only the British, the French, the Italians but the Russians as well should draw inspiration from the experience .

For the next lesson you are to think over the questions for the survey on the topic “Russian Identity” and conduct it in your class. Show the results in Power Point presentations . The vocabulary you’ll need is given on the cards which everybody has received.

## **Приложение.**

### **THE STUDENT’S CARD**

1. the majority of respondents
2. an alarming increase
3. to be deeply concerned”
4. a ”Muslim city
5. the incident in Manezhnaya Square
6. Azerbaijanis, Tajiks, Chechens move in
7. 900 churches for Christians, 4 mosques for Muslims
8. to change the ethnic and religious makeup of Russia
9. Chinese migration
10. demographic decline, depopulation(in eastern regions)
11. the global economy
12. to open borders
13. the growing demand for labour
14. Russia’s 160 ethnic groups speak 100 languages
15. diaspora –a new element of social life
16. 11ml of migrants in Russia, third in the world after Germany and the USA

Dear friends! Thank you for your work and taking an active part in our lesson. I think we’ve spoken today about the most vital things which will help you understand each other and the world better.