**ГБОУ « Комиссаровская СШ №31»**

**Методическая разработка открытого урока по английскому языку для учащихся 9 класса на тему:**

“all different! All equal!”

**Подготовила:**

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**Открытый урок английского языка “ALL DIFFERENT! ALL EQUAL!”**

**Цели урока:**

- *учебно-практическая*: развивать навыки устной речи, формировать гибкие и вариативные умения говорить, развивать навыки понимания иностранной речи на слух, навыки чтения и письменной речи.

- *познавательная*: расширить и углубить культорологические знания, повысить уровень культуры общения.

- *развивающая*: развивать навыки языковой догадки, языковой реакции, памяти, внимания, мышления, восприятия и инициативы.

- *воспитательная*: формировать уважительное отношения к людям, народам и странам; формировать уважительное отношения к выбору народов на самоопределение и самовыражение; воспитывать понятие равенства людей и национальностей.

**Оснащение урока.**

- раздаточный материал (карточки);

- компьютер, видеозапись для аудирования “William Wallace freedom Speech”

- компьютер, проектор, призентация слайдов в Power Point “the price for freedom” / призентация слайдов в Power Point к уроку .

- текст для чтения “ The world guide to good manners”.

**Ход урока**

1. ***Организационный момент***

Teacher: *Good morning children and dear guests of our lesson. We are glad to see you today. As you know on November 4, we celebrate “the Day of National Unity». The problem of misunderstanding has always been very important for people. And of course, people tried to find the solution. The modern world is globalizing. People in the world of course have much in common, but they are still very different. Today we shall talk about nations and their relations within the one country and generally in the world. Look at the screen, the topic of our today’s lesson is* ***“All different! All equal!”*** (слайд1)

1. ***Речевая зарядка.***

T: *So, children, how do you think what we shall discuss today?*

P 1: I think we should talk about different nations and maybe about their relationships between each other.

P 2: In my opinion, we should talk about the conflicts between nations.

P 3: Of course, we can talk about the right of all nations to have their own country and the right to speak their language.

1. ***Постановка целей урока:***

T: *Yes, you are right. Please look at the screen and read the questions, which we shall discuss today. Julia read them to the group please.* (слайд2)

1. ***Different nations and their customs of behavior.***
2. ***What is the most important for every nation?***
3. ***What priсe do people pay for the right of national identity?***
4. ***Основная часть :***

***3.Практика чтения.***

T: *To speak on the first question we have to read the text about nations and their customs of behavior. First, look at the blackboard and learn new words and word combinations. Listen and repeat after me.*

(Слайд 3)

to be bang on time — прибыть как раз вовремя;

global - всемирный, общий, мировой;

to arrange a meeting - договориться о встрече;

to expect – ожидать ;

foreign – иностранный, заграничный;

a colleague - коллегa;

to discuss обсуждать;

business matters - бизнес вопросы, дела;

to be fed – быть сытым, поесть;

to be watered – напиться, выпить спиртное)

T: we are all different. Let’s read the text and see how different we are .*Now look at the text and read it*. (учащиеся получают карточки с текстом и заданием к нему)

Pupils read the text paragraph by paragraph

**Card1 The world guide to good manners**.

Travelling to all corners of the world gets easier and easier. We live in a global village, but how well do we know and understand each other? Here is a simple test. Imagine you have arranged a meeting at four o'clock. What time should you expect your foreign business colleagues to arrive? If they're German, they'll be bang on time. If they're American, they'll probably be 15 minutes early. If they're British, they'll be 15 minutes late, and you should allow up to an hour for the Italians

The British are happy to discuss business matters with a drink during the meal; the Japanese prefer not to work while eating. Lunch is a time to relax and get to know one another, and they rarely drink at lunchtime. The Germans like to talk business before dinner; the French like to eat first and talk afterwards. They have to be well fed and watered before they discuss anything

The Japanese have perhaps the strictest rules of social and business behavior. Seniority is very important. In addition, the bow is a very important part of greeting someone. You should not expect the Japanese to shake hands with you. Bowing the head is a mark of respect, and the first bow of the day should be lower than when you meet thereafter.

T: Answer my questions, please!

1. What is this text about?
2. What nationalities were mentioned in the text?

2.**Проверка понимания прочитанного (общий смысл и содержание, o специальная информация)**

T: Now I’m going to read some statements to you. Your task is to decide whether they are true or false. Listen to the following statements.

* The British don’t mind to discuss business while eating. (t)
* For Japanese lunch is time to relax and to know each other better.(t)
* The German like to eat first and talk afterwards.(f)
* The French like to talk business before dinner. (f)
* Bowing head is a mark of respect in European countries(f)
* The German don’t like to be late. (t)

1. ***Развитие грамматических навыков***

T: *Look at the screen, you can see 4 sentences from the text*:

The Germans *like* **to talk** business before dinner.

The French *like* **to eat** first and **talk** afterwards.

What time should you *expect*your foreign business colleagues **to arrive**?

**Bowing** the head is a mark of respect.

*Look at the highlighted words, and tell what do they have in common?*

Предполагаемый ответ учащихся ( They are all Verbals)

T: *Yes, you are right, now look at the screen and remember what Verbals do we know.*  (cлайд5)

*Look at the next exercise and do it in your cards* (cлайд6)

1. ***Развитие навыков аудирования***

T: *Well done! I think it is time to answer the second question of our lesson. What is the most important for every nation? Now we will watch the episode from the movie “The Braveheart” with Mel Gibson starring in it. Have you ever seen this movie before? What this film is about?*

Pupils answer the question.

T: *This movie raises the question of national identity. It is a story about the Scottish hero William Wallace, who fought for Scotland’s independence.*

*How do you think why are there wars in the world?*

*What do you think about the right of every nation to have the independence? Having watched the episode, you will have to answer the following questions:*

1. Why did Scottish army come to fight? Who was their enemy?
2. Did William Wallace call Scots slaves or free men? Why?
3. Why Scots were afraid to fight? Why did they change their opinion?
4. Can you name the main idea of this episode? What is the most important according to William’s opinion?(слайд 7)

T: *Watching the video, please try to make some notes, which will help you to answer the question. Look at the blackboard, here are some new words that may occur in the video:*

***Countryman, against, tyranny, army, enemy*.**

(дважды воспроизводится видео, используется проектор, после воспроизведения видео включается предыдущий слайд с вопросами)

Teacher → pupils (question →answer)

***6.Развитие навыков перевода***

T: *Good job! I’m glad to hear such answers. Now the time has come to answer the last question: What priсe do people pay for the right of national identity? Sometimes the priсe for independence is too high. Don’t you think that the story about W. Wallace is somehow related with the situation of our Young Republic? I offer you to read the poem of Carrie Richards, which is called “Independence”*

*First of look how it is written, every line starts with a letter from the word “Independence”.*

**INDEPENDENCE**

I In the rich brown earth, a deeper pain **conceals**

N Not just the myth, of war on foreign fields

D Death's **toll** and the greater cost **reveals**

E Each life, each loss, that **paves** our freedom **trail**

P **Pride** reminds us of the **sacrifice**

E Each mother’s tears should not be theirs alone

N **Nations rich** in history's **reward**

D **Demand** that freedom is the final word!

E Every heart must keep the names alive

N Never let the **guard** down or the **pride**

C Choose to **honor** all who fought and died

E **Exercising freedom's gifts**, which is our Godly right!

(Учащиеся получают карточки с незнакомыми словами)

to pave - устилать, покрывать, прокладывать дорогу;

death toll – погребальный звон;

reveal – откровение, разоблачение;

trail – тропа, след, тропинка;

sacrifice – жертва;

nation's rich – богатство нации/народа;

reward – награда, вознаграждение;

demand – требование, нужда, потребность;

guard – осторожность, бдительность;

pride – гордость;

to honor – чтить память;

Exercising freedom's gifts – пользусясь дарами свободы.

T: *Now look through the unknown words and read the poem after me.*

*Than you will read this poem one by one and translate it.*

Учащиеся читают стихотворения и переводят его по строчке.

T: *Good job! I would like you to listen to my translation and then answer the question: what this poem is about?(*призентация 2)

*В сырой земли таится наша скорбь,*

*Не по наслышке знаем о войне…*

*За жизнь, за смерть расплата дробью*

*Бьет по крышке гроба в тишине…*

*И, совесть, нам не даст забыть о жертве!*

*Единство нации омыто плачем матерей!*

*Погибшие навеки живы в нашем сердце!*

*Угроза ж, вечно ждет нас у дверей …*

*Свободы звук – их погребальный звон!!*

*За жертву Вашу – низкий вам поклон…* (слайд7)

P1:

P2:

T: *How do you think can we relate this poem to the situation in our Republic?*

P3:

T: *How do you think is it possible to avoid conflicts between nations?*

P4:

1. ***Завершающий этап урока.***

T: *Yes? I think you are right. Today we have discussed all the questions we had planned; can we make some conclusion* (призентация 2)?

T: *I hope our work will help you to do your homework. Your home task is to write a short essay “If you have just one chance to fight for freedom, will you use it?” Now look at the result cards, fill them, and give to me, so I can give you marks after. Thank you for your attention, the lesson is over. Good-bye.*