**Брюханова Ольга Юрьевна,** учитель английского языка первой квалификационной категории МКОУ «Ванаварская средняя общеобразовательная школа» Эвенкийского муниципального района Красноярского края



**Открытый урок английского языка в 9 «Б» классе**

**по теме: Можем ли мы научиться жить в мире?**

**The International Teenagers` Conference «Children for Peace»**

**по учебнику M.З. Биболетовой, Е.Е Бабушис и др.**

**Цели урока**:

***Образовательные****:*

1.Знакомство с Всеобщей Декларацией прав человека, с Конвенцией ООН о правах ребенка, с книгами о Великой Отечественной войне, с книгами о мире.

2.Соверщенствование навыков монологической и диалогической форм речи, групповой работы, аудирования.

***Развивающие:***

1.Развитие умения формулировать выводы из прочитанного, спорить по проблеме, высказывать свою точку зрения.

***Воспитательные:***

1.Формирование критического отношения к действительности, умения анализировать и давать оценку поступкам и событиям.

**Задачи урока**:

***Обучающие:***

1. Активизация лексики по теме.

1. Совершенствовать навыки монологической и диалогической речи.

2. Совершенствовать навыки аудирования.

***Коммуникативные:***

1.Формировать потребность в коллективной работе.

2.Развивать умение оценивать свою работу и работу в группе.

**Оборудование:** Компьютер, мультимедийный проектор, интерактивная доска, раздаточный дидактический материал (карточки).

**Краткое описание:** «Участники международной детской конференции» представляют книги о мире, о Великой Отечественной войне, знакомятся с Всеобщей Декларацией прав человека, с Конвенцией ООН о правах ребенка. В процессе обсуждения книг и документов участники разрабатывают соглашение, как научиться жить в мире.

**Ход урока:**

1. ***Организационный момент*** - ***1 мин.***

***(Слайд № 1.)***

The teacher: Good-morning! Our lesson is called a Lesson on Peace. It is made in the form of the teens` conference. The students will tell us about books which encourage people to live in peace and prevent wars. I will play the role of an organizer and a secretary of this conference. We have a chairman and a correspondent.

***2. Формирование произносительных навыков*** ***- 1 мин*.**

***(Слайд № 2.)***

The teacher: Please mind your pronunciation! Repeat the names of the books after me!

*The Universal Declaration of Human Rights*

*The United Nation Convention on the Rights of the Child*

*Peace Museums Worldwide*

*The International Museum of Peace and Solidarity in Samarkand*

***3. Задания на активизацию лексики и проверку знания лексики - 14-15 мин.***

***Work with word combinations.***

The teacher: Now let`s translate the expressions please! - ***4 мин***.

**(*Слайд №3).***

*Education*

*Life Development*

*and protection Leisure*

*Name the right Health*

*Nationality to*

*Medical care Non-discrimination*

***(Слайд №4).***

*Struggle for*

*Lasting conferences*

*Реасе(ful)*

*to support*

*meetings*

*demonstrations*

***(Слайд №5).***

*the Great Patriotic War*

*to prevent a state of war*

*a war WAR*

*the Second World War*

***Match the synonyms from 2 columns*** - ***2 мин.***

***(Слайд №6)***

*freedom to build*

*violent permit, allow*

*to let liberty*

*to respect be tolerant*

*to prohibit to announce*

*to support to forbid*

*to declare to help*

*to create cruel*

***Match the antonyms from 2 columns*** - ***2 мин.***

***(Слайд №7)***

*get on well disagreement*

*friendly war*

*human argue*

*dialogue hostile*

*peace inhuman*

*agreement equal*

*prohibit conflict*

*different allow*

***Задание на проверку знания лексики – 6 мин.*** *(Раздаточный материал).*

***Fill in the table***

|  |  |  |
| --- | --- | --- |
| ***Noun*** | ***Verb*** | ***Adjective\ Adverb*** |
| *Prevent* |  |  |
| *Lead* |  |  |
| *Relate* |  |  |
| *Solve* |  |  |
| *Respect* |  |  |
| *Agree* |  |  |
| *Unite* |  |  |
| *Differ* |  |  |
| *Peace* |  |  |

***Ответ:***

|  |  |  |
| --- | --- | --- |
| ***Verb*** | ***Noun*** | ***Adjective\ Adverb*** |
| *Prevent* | *prevention* | *preventing* |
| *Lead* | *leader leadership* | *leading* |
| *Relate* | *relation relationship* | *relating* |
| *Solve* | *solution resolution* | *solving* |
| *Respect* | *respect* | *respectful respectfully* |
| *Agree* | *agreement disagreement* |  |
| *Unite* | *union union reunion* | *united* |
| *Differ* | *difference* | *different \ differently* |
|  | *peace* | *peaceful \peacefully* |

***4. Основная часть урока - 25 мин.*** *Основная часть урока включает проверку домашнего задания (знание текста), совершенствование навыков монологической и диалогической форм речи, групповой работы, аудирования.*

***Диалог-расспрос.***

The teacher (organizer): Before the conference starts its work I give a word to our correspondent.

The correspondent: Hello! My name is Andrew Esin. I`m a correspondent of the newspaper «Pravda». Let me ask you some questions please: What`s your name? What country do you represent? What book are you going to present on the conference. What is your motto?

Student1: Hello! My name is Picunov Ilya. I`m from Evenkia, the Russian Federation. I`m going to present a book « Love and Remember». My motto is: « Nobody is forgotten»

Student 2: Hello! My name is Anosov Michael. I am from Russia. I`ll tell you about books about Great Patriotic War. My motto is: « Nobody is forgotten»

Students 3, 4, 5: Hello! We are from Great Britain. We`ll tell about the United Nation Convention on the rights of the child and The Universal Declaration of Human Rights. Our motto is: «Be tolerant! »

Students 6, 7: Hello! My name is Vostricova Arina. I am from Samarkand, Uzbekistan. I`ll tell you about the international museum of Peace and Solidarity in Samarkand. My name is Cravchenco Evgeni I will present a book: Peace Museums Worldwide. «We want to live in peace»

The correspondent: Thank you. I`m looking forward to the conference!

***Выступления на конференции, ответы на вопросы.*** (*Контроль домашнего задания).*

The teacher (organizer): Let me introduce the chairman of the conference Liza Usoltseva.

The Chairman: Hello! My name is Liza. I am from Russia. My motto is «Let`s resolve conflicts peacefully» I would like to remind you that people in my country have suffered greatly in the Second World War. For us Peace is not just a word. People in Russia want to live in Peace. We say « No war for evermore! » We shall not forget what can lead to wars and what can we do to prevent wars. Look at the screen please. (На экране слайды: What is a conflict? What can conflicts lead to? What can we do to prevent wars?) (***Слайды № 10-16).***

The teacher (organizer): Now we are going to listen to students projects on books which encourage people to resolve racial, religious and territorial conflicts peacefully.

The teacher (organizer): The speaker is from Canada takes the floor. She will present the Universal Declaration of Human Rights. Be attentive and ready to answer the questions. ***(Слайд № 17).***

The first speaker: I`d like to present the Universal Declaration of Human Rights. This book appeared soon after the Second World War at the UN`s General Assembly. People in many countries suffered greatly in that war. They hoped that the declaration would help them to prevent future wars. The Millennium Summit of the United Nations offered 6 most important values that can ensure peace in the third millennium. They are: freedom, equality, solidarity, tolerance, respect for nature, and shared responsibility. Thank you for attention.

Now my questions: *When was the Universal Declaration of Human Rights adopted? Do you think it is important to know about this document?*

*Student1: the Universal Declaration of Human Rights was adopted after the Second World War.*

*Student 2: Yes, I think this document is very useful for people. It`s important to know your rights.*

The teacher (organizer): Thank you. Now we are going to listen to speakers from Great Britain. They will tell us about the United Nation Convention on the rights of the child. Be attentive and ready to answer the questions. ***(Слайд № 18).***

The second speaker: I`d like to present the United Nation Convention on the rights of the child. The convention was worked out as an international agreement to protect children`s rights. This document is very important. It gives children different rights. The most important right is the right to life and protection. It means that children must live in peace without wars, that government should protect children from exploitation, discrimination harm, cruelty, abuse. According to this document children have the right to health care. It means that government must give them good medical care children have the right to education and development. That means that every child can go to school and develop his abilities and skills. Thank you for attention.

Now answer our questions please*: Do you think it is important to know your rights? What is the most important right in your opinion?*

*Student 3: Yes, I think this document is very useful for children. It`s important to know our rights.*

*Student 4: In my opinion the most important right is the right to life and protection.*

*Student 5: In my opinion the most important right is the right to education.*

The teacher (organizer): Thank you I think it is very good that children have the document that gives them different rights. Now we are going to listen to students from Russia. Do please! ***(Слайды 19-21).***

The fourth speaker: Hello dear friends! I`d like to present the books about the Great Patriotic War. They are called «Two Parades» and «1941-documents». These books tell us about historical events, about the beginning of the Great Patriotic War and how the Parades on the Red square were organized: the Parade which took place on the 7th of November 1941, and the Parade of the Victory in1945. «Two parades» has colourful reproductions. «1941-documents» contains documents from secret archives of higher military institutions and intelligent service. These documents allow people to learn and understand the tragic events of 1941, to oversee our opinions about that period of time. We can analyze the events of the 1941. How did it happened that the war so unexpected? Whom should we blame in that catastrophe? This book helps to answer these questions. Thank you for attention.

Now answer my questions: *1. Do you know how many Russian soldiers were killed during the Great Patriotic War?* *2. Do you know the dates of the Great Patriotic War?*

*Student 1: I know that more than 27 million Russian people were killed in the Great Patriotic War.*

*Student2: The Great Patriotic War began on the 22nd of June 1941 and ended on the 9th of May 1945.*

The fifth speaker: Hello dear friends! I`d like to present the book «We remember and love». It is about the participants of Evenkia in the Great Patriotic War. This book helps us to remember about worriers and heroes who gave their lives defending our Motherland from fascism. It is known that 2000 men from Evenkia took part in the Great Patriotic War, 270 Evenk men were awarded medals and Innokenti Petrovich Uvachan was named the hero of the Soviet Union. Thank you for attention.

Answer my questions please*: Do you know how many people from Evenkia took part in the Great Patriotic War? Do you know the name of the hero of the Soviet Union from Evenkia?*

*Student 1: The name of the hero of the Soviet Union from Evenkia is Innokenti Petrovich Uvachan.*

*Student 2: 2000 men from Evenkia took part in the Great Patriotic War.*

The teacher (organizer): Thank you, I think it is very important that we don`t forget our heroes. The next speakers are from Samarkand, Uzbekistan. They will tell us about the International Museum of Peace and Solidarity in Samarkand. ***(Слайд 22).***

The sixth speaker: International Museum of Peace and Solidarity was opened in December 1986 (International Year of Peace) in the city of Samarkand. Museum of Peace is not the only such museum. Total, there are 46 such museums in the world. The main purpose of the museum is calling for the consolidation of all people using the methods of diplomacy. Also, the museum’s exposition bears the certain messages: to inform people about the contemporary world problems and develop a sense of unity among nations. The museum's collection includes over 20,000 exhibits from over 100 countries of the world. Among the exhibits you can find a capsule with the soil from the place of the Stalingrad battle and Auschwitz concentration camp, fragments of bombs, fragments of the Berlin Wall, "Autographs of the world" - a collection of personal letters, photographs and works of people whose lives, work and creativity have contributed to the development of peace and solidarity among peoples. The collection includes autographs of many famous politicians, writers and public figures, and 142 Nobel laureates are among them. International Museum of Peace and Solidarity is a unique project which preserves the memory of all events, activities of people and their merit in the preservation of peace and solidarity between the nations of the world. Thank you for attention.

Answer my questions please: *What is the name of the museum in Samarkand? What does this museum include?*

*Student 3: The name of the museum in Samarkand is the International Museum of Peace and Solidarity.*

*Student 5: The museum's collection includes over 20,000 exhibits from over 100 countries of the world.*

The seventh speaker: I’d like to tell about Commonwealth Collection (Bradford, UK). The Commonwealth Collection is an independent specialist library which contains over 11,000 books and pamphlets, 150 current journals and a variety of videos and educational materials on peace and disarmament, environmentalism and the green movement, non-violent philosophy and practice, human rights, development. The Nobel Institute Library (Olso, Norway) is a specialized library containing some 200,000 volumes in the fields of political history since 1800, international law, peace, international economics and literature and works of reference concerning Alfred Nobel and the Nobel Prizes. Thank you for attention.

Answer my questions please: *What is* *Commonwealth Collection? What does the library contain?*

*Student1: The Commonwealth Collection* *is an independent specialist library.*

*Student 2: It contains over 11,000 books and pamphlets, 150 current journals and a variety of videos and educational materials on peace and disarmament, environmentalism and the green movements, etc.*

The chairman: Dear members of the conference we have listened to speakers from different countries who presented some important documents and books which help people to learn their rights and educate people about peace and have discussed the ways how can people prevent a war. Now we should work out a document and sign it. Please tell me your suggestions. ***(Слайд 23).***

The 1st speaker**:** I think people should know more about frightening consequences of wars. So my suggestion is to educate children and grown-ups about frightening consequences of wars.

The 2nd speaker: I suggest organizing peace conferences, meetings, demonstrations.

The 3d speaker: I think that people should be more tolerant to each other, try to understand.

The 4th speaker: In my opinion we should promote books about peace and tell people about Peace Museums Worldwide

The 5th speaker: I insist we should apply to leaders of all states to pass laws that can prohibit wars.

The chairman: Lets` vote. I see that all members of the conference agree with these suggestions. Now we`ll sign the document. Thank you for the work done. Our conference is over.

5. ***Заключительный этап урока - 5-6 мин.***

На заключительном этапе урока подводится итог работы: оценивается участие в дискуссии, умение работать в команде, умение анализировать и давать оценку поступкам и событиям, умение оценивать свою работу и работу других.  ***(Слайд 24).***

Учитель задает домашнее задание. ***(Слайд 25).***

The teacher: We finish our work here and I want you to discuss the work of all members of the conference and estimate it.

|  |  |  |
| --- | --- | --- |
| **Students** | **Estimation of the work** | **Mark** |
| Student 1 | I think the work of the conference was productive. | Excellent! |
| Student 2 | I think the conference was interesting. The work was effective. | Very good! |
| Student 3 | I think the conference was useful, helpful. We worked out useful resolutions. | Well done! |
| Student 4 | The discussion was interesting. | Good! |
| Student 5 | Suggestions were right. | O`K! |
| Student 6 | The knowledge of the words is good enough. | Very good! |
| Student 7 | The knowledge of the text (books) is excellent. | Excellent! |

The teacher: Thank you for the work done. Your home- assignment is to write a composition (150-200 words) on the plan:

1. Write about the conference you have visited (the participants, countries, etc)

2. Write about the books you have heard of.

3. Write about your relation to this event.

The teacher: The lesson is over. Goodbye.

**Использованные информационные ресурсы Интернет:**

[*http://www.peacemuseum.org.uk./tag/peace-museums/*](http://www.peacemuseum.org.uk./tag/peace-museums/)

[*http://www.en.wikepidia.org/wiki/International*](http://www.en.wikepidia.org/wiki/International) *Network of museums*

[*http://www.peacemuseum.org.uk./tag/peace-organisations/*](http://www.peacemuseum.org.uk./tag/peace-organisations/)

***Фотографии с открытого урока.***



 

 

