**МКОУ «Мамедкалинская гимназия им. Алиева»**

**Открытый урок английского языка в 10 классе по теме «Человек – творец своего счастья!»**

**Цель** урока: формирование у обучающихся целостного представления об изучаемом материале.

**Задачи:**

а) образовательная

* актуализировать знания и представления учащихся о счастье;

б) развивающая

* продолжить расширение кругозора учащихся, развитие  творческих способностей;

в) воспитательная

* обеспечить условия для создания благоприятного, эмоционального психологического климата в учебном сообществе для формирования коммуникативной культуры учащихся;

**Тип урока:** урок обобщения и систематизации знаний

**Формы организации познавательной деятельности учащихся:** фронтальная, индивидуальная, работа в группах

**Учебно-методическое обеспечение:**

УМК Английский язык – Афанасьева О.В. учебник для X класса школ с углублённым изучением англ. языка, лицеев и гимназий, 20012г. Рабочая тетрадь. Пособие для учащихся общеобразовательных учреждений и школ с углубленным изучением английского языка.-Афанасьева О.В., Михеева И.В., 2011г.

**Оснащение:** мультимедийный проектор, ПК, выход в Интернет, презентация урока, раздаточный материал – тексты для чтения, доска.

 **Ход урока**

        You know that happiness can be understood and interpreted in various ways.

There is no magic formula for happiness but some of the aspects are universal.

They are freedom, the sense of belonging, an interesting occupation and so on.

And what is happiness for you?

How is it possible to define happiness?

(учащиеся дают краткие ответы, учитель записывает на доске)

1. Просмотр видеоролика (учитель английского языка)

      You are going to watch a small video film. Be attentive and try to remember what happiness is for different people. Add some ideas to our list.

(видеофрагмент )

1. Беседа на основе просмотренного материала

     Учащиеся называют услышанные слова, учитель записывает на доске (возможные варианты:  toys, money, expensive apartment, religion, shopping, I'm alive, children, girl friend, love, economical stability, lottery, million dollars).

3. Чтение текстов в группах (учитель английского языка)

       Let’s try to follow  the western philosophical school and answer the question how it is possible to achieve happiness. What do you need to do or have to become happy? Read the texts, discuss them in groups and answer the main question.

4.Обсуждение прочитанного (учитель английского языка)

        Учащиеся отвечают на вопросы, обсуждают выданные им тексты в группах, выбирают выступающего. При обсуждении каждого текста учащиеся должны самостоятельно выделить основные положения – ключевые слова для ответа на главный вопрос.

Text 1. What Makes People Happy

(work on social skills; close interpersonal ties; social support)

Text 2. Oprah Winfrey. A Successful Story

(talent; earn the respect; love of acting; desire to bring quality; charitable work; philanthropist)

      What other successful people in the world do you know? (учащиеся отвечают и объясняют, почему этих людей можно назвать успешными)

Text 3. Ways of Being Successful

(persistent hard work; great efforts; reinforce positive emotions; uses all his talent to improve the world; balance in life; helping other people)

     What do you think about the formula for success:

Hard work + enthusiasm + love of your work = success

Text 4. Oscar Wilde “The Happy Prince”

(make others happy, kind heart)

     По окончанию выступлений учащимся предлагается ещё раз посмотреть на ключевые слова (они записаны на доске) и сделать вывод.

5.Выполнение лексико-грамматических упражнений в формате ЕГЭ по теме урока (на экране слайд-презентации)

6.Объяснение домашнего задания (учитель английского языка)

      At home you are going to write a small essay “What is happiness for me” (150-200 words). Don’t forget about the ideas and the key words from the lesson.

                                                                                                           ПРИЛОЖЕНИЯ

**TEXT 1**

***Read the text and discuss the following questions:***

1. *Why doesn’t wealth, education, youth, marriage, sunny days, religion make the human heart sing? What about friends?*
2. *What should we do to achieve happiness?*

**What Makes People Happy**

     So, what have scientists learned about what makes the human heart sing?

     Take wealth, for instance, and all the delightful things that money can buy. Research by American psychologists has shown that once your basic needs are met, additional income does little to raise your sense of satisfaction with life.

     Marriage? A complicated picture. Married people are generally happier than singles, but that may be because they were happy to begin with.

     Sunny days? Nope, although a 1998 study showed that Midwesterners think folks living in sunny California are happier and that Californians incorrectly believe this about themselves too.

     On the positive side, religious faith seems to genuinely lift the spirit, though it’s tough to tell whether it’s the God part or the community aspect that does the heavy lifting.

**TEXT 2**

***Read the text and discuss the following questions:***

1. What makes Oprah Winfrey one of America’s most popular celebrities?
2. What has she done to achieve such a great success?

**Oprah Winfrey. A success story**

     Oprah Winfrey is the multiple-award-winning American host of *The Oprah Winfrey Show*, the highest-rated talk show in TV history. She’s also a billionaire and one of America’s most popular celebrities. Some people consider her the most influential woman in the world. So how did she become so successful?

     Born in 1954, in Mississippi, Oprah Winfrey had an unhappy adolescence in a small farming community. When she was 13, she moved to Nashville to live with her father, and in 1971, studied Speech Communications and Performing Arts at Tennessee State University. She began her career in broadcasting in Nashville, then moved to Baltimore, where she hosted the TV chat show *People Are Talking*. It was here, when the show became a hit, that she discovered her talent as a chat show host.

**TEXT 3**

***Read the text and discuss the following questions:***

1. Why doesn’t everybody manage to succeed in life? What are the negative sides of success?
2. How can people achieve success?

**Ways of Being Successful**

    Of course not everybody manages to succeed in life. All successful businessmen, actors or musicians face a number of challenges at the beginning of their career. They have hard times overcoming many difficulties but they don’t give up. At last their persistence leads to success. One must be hard-working, patient, strong-willed, persevering and self-confident if one wants to be successful. Success always goes hand in hand with hard work and great efforts and very often one faces a lot of obstacles, troubles, disappointment and failure on the way to success.

    Some people forget about integrity and honour striving for success, wealth and glory. When they achieve their goal, it doesn’t make them happy. On the contrary, they feel disillusioned and dissatisfied. Having climbed the ladder of success they find nothing worthwhile on the top. A person shouldn’t use any means and take any risks achieving success. Many people today are under so much pressure to succeed that some admit they will lie, cheat, do something morally wrong and even  sacrifice their private life and health if it helps them to get on

**Hard work + enthusiasm + love of your work = success**

    A person is successful if he uses all his talents to improve the world and leaves it a bit better, whether by bringing up a healthy child, planting a tree or building a house. Success is not only a good career. It is also having a balance in life and helping other people. As somebody has rightly said, “Success is the completion of anything intended”.

**МКОУ «Мамедкалинская гимназия им. Алиева»**

**Открытый урок английского языка в 11 классе по теме «Права и Обязанности.»**

Задачи урока

1. Образовательные
* Расширение эрудиции учащихся
* Тренировка и активизация лексических единиц по теме
* Развитие умений речевой деятельности (просмотровое чтение, аудирование, общее понимание информации на слух, диалогическая речь)
1. Развивающие
* Развитие творчества, воображения, фантазии
* Развитие оперативной памяти,
* Развитие умения использования текстовых опор Развитие языковой и контекстуальной догадки
* Развитие умения игнорировать лексические и смысловые трудности
* Развитие социокультурной компетенции
1. Воспитательные
* Развитие умения работы в разных режимах, помощи друг другу
* Воспитание активной жизненной позиции
1. Здоровьесберегающие

Чередование различных видов деятельности

* с целью предотвращения утомляемости учащихся
* с целью достижения эмоциональной удовлетворенности от урока

Методы и формы

* Объяснительно-иллюстративный
* Репродуктивно-алгоритмический
* Метод самостоятельного анализа нового материала

**Ход урока**

1. **Организационный момент**

Teacher: Hello, my friends. I’m glad to see you. Feel yourself comfortable. I hope you are ready to start.

1. **Введение в тему урока. Просмотр слайд шоу.**

Teacher: Dear students! I’d like you to watch the slide show and try to guess what we are going to speak about.

1. **Формулировка темы урока**.

Teacher: Could you tell me your ideas?

Ответы учеников

Teacher: Yes you are right. Today we’ll speak about the most important things in our life - rights and responsibilities. But what are they? Now look at the blackboard and match the description with the words “right” and “responsibility”.

Ответы учеников

Smth you’re legally or morally allowed to do (right).

It’s your job or duty to do it (responsibility).

1. **Фронтальная работа с классом по кластеру**

Teacher: Now let’s speak about rights. What rights do you know? Go to the blackboard and write down your ideas in the spider gram.

1. **Совершенствование навыка чтения**

Teacher: Surely, you know about the Universal Declaration of Human rights. Look at the extract from it and scan it for more specific information.

Учащиеся читают текст и дополняют кластер.

1. **Совершенствование навыка говорения.**

Teacher: These are our rights but what about our responsibilities. Match the rights to the responsibilities

* To be educated
* To be safe
* To live and work in a clean and unpolluted environment
* To be treated with respect

RIGHTS

Responsibilities

* To respect others regardless of sex, age, ethnic origin, nationality
* Not to bully/ harm others
* To obey the law
* To look after the environment

Ответы учеников.

Teacher: My friends! Think of your rights and responsibilities at home and school. Discuss them in pairs. Don’t forget to ask about your mate’s opinion.

Работа в парах.

1. **Совершенствование навыка аудирования.**

Teacher: Now listen to 5 speakers. Which of the comments might each speaker say? There is one comment you don’t need to use. This task is in the form of Russian Final exam. We’re going to listen the recording twice.

A I all teenagers should do the chores.

B I have more responsibilities because I’m older.

C Chores take up a lot of my free time.

D I find cleaning relaxing.

E I’m too busy to help out much.

F I don’t mind doing outside chores.

Speaker

1

2

Comment

После прослушивания обсуждаются результаты.

1. **Совершенствование навыка говорения. Развитие социокультурной компетенции.**

Teacher: Undoubtedly, a person should be responsible for the behavior and actions. You can use some phrases to express regret for the situations.

* You said smth that offended a friend.
* You missed your friend’s birthday party.
* You forgot to do the shopping for your mum.
* You didn’t help your friend when he/she needed you.

Expressing regret

Responding

* I’m so sorry! I didn’t mean to upset /hurt/worry you.
* I had no idea you were so upset about… Please forgive me!
* I feel really bad about…. So please accept my apologies.
* I realize I was/ it’s wrong to… I won’t do it again.
* That’s quite alright.
* Thanks, I really appreciate that.
* No problem!
* Oh, it was nothing/ don’t worry about it.
* It’s OK, you really don’t need to apologise.

Работа в парах.

1. **Рефлексия. Создание квилта.**

Teacher:Today we’vediscussed rights and responsibilities. Now you’ll work in groups. I’d like you to express your ideas, cutting out pictures and then each group will present the quilt to the class.

Учащиеся создают квилт, вырезая картинки из журналов.

1. Оценивание/самооценивание, взаимооценивание.
2. Домашнее задание.

Teacher: Write about the kinds of chores you have to do at home and express your attitude to them.

Thank you for your work at the lesson and hope this experience will be useful.