

Конспект урока по английскому языку по теме:

Codebreaking during World War Two

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Класс: 9-11

Тип урока: урок-игра

Цель урока: ознакомить обучающихся с научно-техническими достижениями во времена Второй Мировой Войны

Задачи урока:

Образовательные:

- совершенствование умения определять тему и цель урока
- развитие эрудиции и языковой догадки обучающихся, способности выделять главное
- учить анализу и отбору учебного материала в соответствии с учебной задачей
- учить выбирать языковые средства в зависимости от конкретных ситуаций иноязычного общения
- систематизировать знания лексического и грамматического материала

Развивающие:

- развивать творческие способности учащихся
- развивать аналитическое мышление учащихся
- развивать умения работать в учебной группе
- развивать умение объективно оценивать результаты своей деятельности

Воспитательные:

- поддерживать интерес к изучению иностранного языка
- прививать патриотические чувства
- воспитывать уважительное отношение к окружающим

Практические:

- использовать изученные лексические и грамматические единицы в устном высказывании для обеспечения коммуникативных потребностей обучающихся

Ход урока

1. Организационный момент, мотивация к учебной деятельности

Good morning, children! I'm glad to see you here. Sit down, please! How are you? Are you fine today? That's nice. Let's start our lesson. Who is on duty today? Who is absent today? What day is it today? What day of the week is it today?

2. Речевая разминка

- When is Victory Day? (on the 9th of May)
- When did World War Two start? (the 1st of September 1939)
- When did the Great Patriotic War start? (on the 22th of June 1941)
- Who was the leader of Nazi Germany? (Adolf Hitler)
- Who was the leader of Soviet Union? (Joseph Stalin)

3. Введение новой лексики

Today we are going to learn about different ways of coding and decoding secret information during the Second World War. First of all let's learn some new words.

To code, encode – кодировать, шифровать

To decode – расшифровывать, декодировать

A spy – шпион

To confuse – запутывать

An enemy – враг

An ally – союзник

An encryption machine – шифровальная машина

A report – доклад

An order – приказ

A code breaker – взломщик

To design – создавать

A cipher ['saɪfə] – шифр

4. Работа с текстом

Let's read the text. Read the title and translate it. Can you guess the content of the text?

Codebreaking during World War Two (слайд 1)

During the Second World War keeping information secret became incredibly important. People should be careful about what they said, because 'careless talk costs lives.' The spies were also working hard to confuse the Germans. Double agents captured (перехватывать) secret German messages, changed them and sent them back wrong.

Confusion tactics like this were a matter of winning or losing the war. To make sure the enemy wouldn't know what was said, people used coded messages.

This means that messages could be sent safely to other allies. For this aim there was a machine there: a Typex machine. (слайд 2) It was like a large typewriter and was used to code and decode all the secret messages which allies received.

The German encryption machine was called the Enigma. (слайд 3) It had one hundred and three billion trillion (100 3 000 000 000) possible settings for encoding messages. Germany's Army transmitted thousands of coded messages each day during World War II. These ranged from top-level signals, such as detailed battle fronts reports prepared by generals, and orders signed by Hitler himself, down to the important minutiae [maɪ'njuːʃɪəl] (мелочи, детали) of war like weather reports.

For much of the war Enigma was thought to be unbreakable. However, Enigma encryption had fatal flaws (роковые ошибки).

Knowing this, British code breakers designed a machine that could eliminate the majority of possible ciphers that weren't possible with Enigma's limitations.

One of the main mathematicians working on this was Alan Turing. (слайд 4) Thanks to Turing and his fellow codebreakers, much of this information ended up in allied hands - sometimes within an hour or two of it being transmitted. (слайд 5,6) His work also created the foundations of modern computers.

4.1 Find the equivalents to the Russian expressions in the text.

- двойные агенты (double agents)
- большая печатная машинка (large typewriter)
- настройки для кодирования сообщений (settings for encoding messages)
- детализированные доклады с фронта (detailed battle fronts reports)
- важные мелочи (important minutiae)
- неподдающийся взлому (unbreakable)
- исключать большинство возможных шифров (eliminate the majority of possible ciphers)
- ограничения (limitations)
- заложил основы (created the foundations)
- современные компьютеры (modern computers)

4.2 Answer the questions using the text.

- 1) What confusion tactics did double agents use?
- 2) What encryption machines were used during World War Two?
- 3) What coded messages did Germany's Army transmit?
- 4) What mathematician worked on decoding Enigma? What is he famous for?

5. Игра «Шифровальщики»

Imagine that you work as a codebreaker. Try to decode these words and word combinations. All of them are connected with the topic "Victory Day". Can you guess what should you use to read these messages? (English alphabet) How many letters are there in the alphabet? (26) (Дети вспоминают английский алфавит, записывают его и нумеруют с 1 до 26. A = 1, B – 2 ... Z = 26)

- 1) 22520518114 (veteran)
- 2) 19151249518 (soldier)

3) 3118141209151419 (carnations)

4) 691852315181119 (fireworks)

5) 5205181411206121135 (eternal flame) (0 = space)

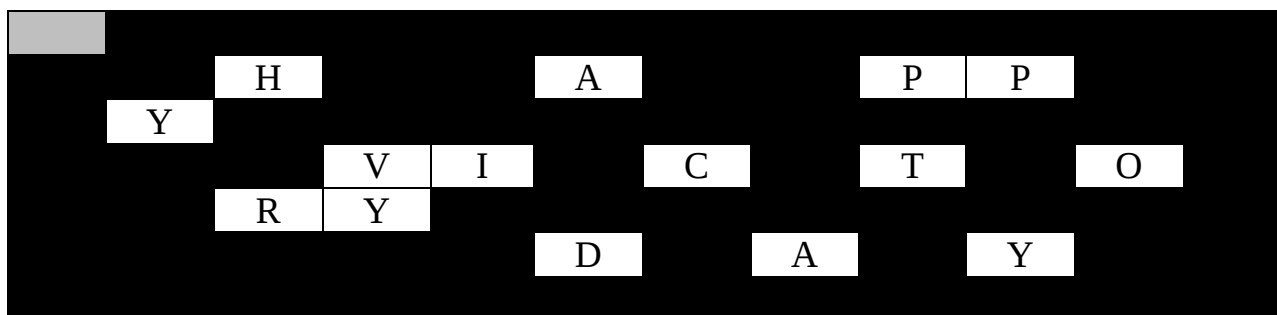
6) 1920075151875190189221514 (St. George's ribbon) (0 = space)

Great! Look at the next cipher. How can you decode it? What should you use?

(Дети изучают предложенную таблицу с буквами и цифрами и делают предположения о том, каким образом они могут расшифровать послание)

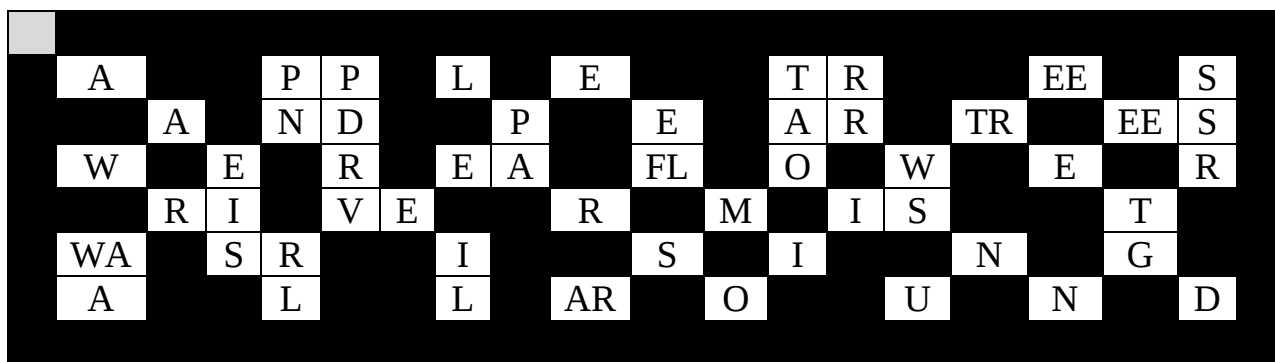
B	2	M	N	D	L	22	V	H	S	S	8
F	1	H	F	S	A	M	D	P	P	A	H
M	Y	B	Z	5	2	S	M	7	21	E	J
Q	L	X	V	I	11	C	C	T	M	O	A
W	G	R	Y	Y	W	M	T	8	R	H	17
13	5	D	J	V	D	9	A	T	Y	I	Q
B5	A	U	Y	D	E	A	O	0	X	L	P

Now I give you a hint. Use it to read the message. The great box should be at the top on the left. (Детям выдаётся «сетка», которую они накладывают на таблицу выше и читают сообщение)



Answer: Happy Victory Day

1	F	D	H	S	4	Y	X	Z	L	A	S	5	U	F	L	S	P	O	X
V	A	V	A	P	P	5	L	8	E	V	Z	T	R	A	I	EE	Q	S	E
C	7	A	A	N	D	T	H	P	M	E	L	A	R	P	TR	R	EE	S	D
X	W	C	E	6	R	G	E	A	N	FL	K	O	F	W	U	E	A	R	C
Z	57	R	I	3	V	E	S	B	R	C	M	H	I	S	Y	E	T	S	V
A	WA	M	S	R	R	L	I	1	B	S	J	I	D	O	N	W	G	X	F
S	A	K	J	L	Q	H	L	7	AR	X	O	G	S	U	T	N	Z	D	E
D	F	G	H	J	K	L	P	O	M	N	B	V	Q	W	E	G	F	D	S



Answer:

Apple trees and pear trees were a flower

River mist was rising all around

How can you translate this message? (Расцветали яблони и груши, Поплыли туманы над рекой.) Is it a poem or a song? What is its name?

Let's listen to "Katyusha" song in English.

6. Рефлексия

На парте перед каждым ребенком один жетон с улыбающимся личиком, и один жетон – с грустным. На доске поезд с вагончиками, на которых обозначены этапы урока. Детям предлагают закрепить «веселое личико» к тому вагончику, который указывает на то задание, которое было интересно выполнять, а «грустное личико» к тому, который символизирует задание, которое показалось не интересным.

You were very active and worked very hard during our lesson. What is your opinion about your work? I want you to answer this question with the help of the train and smiles. You have two smiles on your desks. Each van of the train is the step of our lesson. If you liked the step, fix your happy smile to the van of the step. But if you didn't like the step or maybe it was difficult for you, fix the sad smile.

7. Подведение итогов урока

Victory Day is a symbol of a national pride, glory. It consolidates and joins everybody today. In our country Victory day is celebrated by all people in every city,

town, village, because it brought peace not only for the Soviet People but for the people of many European countries.

Let's stand up and keep a minute's silence to honour those who died in the war.