**“Environmental problems or what can we do to save the Earth?**

(Разработка урока английского языка в 8 классе

по учебнику М.З.Биболетовой «Enjoy English»)

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**Тип урока**: обобщающий урок, как урок совершенствования ЗУН по теме «Защита окружающей среды»

**Цели урока :**

**Образовательные**-развитие лексических навыков; развитие навыка диалогической и монологической речи; совершенствование навыков аудирования незнакомого текста с извлечением основной информации,

**Развивающие**- развитие логического мышления; развитие объема памяти, развитие способности к логическому изложению содержания; формирование познавательного интереса к учению; развитие умений учебного труда.

**Воспитательный** - формирование ответственного отношения к природе;

воспитание правильного экологического поведения;

**Вид урока**: урок проблемного характера с элементами исследования;

**Формы работы**: индивидуальная, фронтальная, парная, групповая

**Методы и приемы**: метод эвристической беседы; метод исследовательских заданий; метод диалогического изложения; метод монологического изложения.

**Оборудование и наглядные пособия**- аудиозапись, компьютерная презентация , опорные карточки, картины с видами природы, работы учащихся, фотографии, плакаты, учебник.

**ХОД УРОКА**

**1.Организационный момент:**

-Good morning, boys and girls. I’m very glad to see you, Sit down, please. Answer my questions, please. How are you? And you? Well look at the blackboard, please and read the theme of our lesson.

**2. Фонетическая зарядка.** Повторение лексики по теме «Охрана окружающей среды»

**Teacher**:Read these words all together, please.

grass, to keep off, wild; a container, to damage, to destroy, to disturb, environment, glass, nature, to plant, plastic, to pollute, pollution, to protect, to recycle, to reduce, to reuse, to spoil, to throw away, wild life, air, to disappear, Earth.

**3. Переход к основной части.**

**Музыкальная заставка** (звучит песня Michael Jackson «We are the world»

**Teacher**: Children, you’ve just listened to the song of Michael Jackson

**«We are the World, we are the Earth.**

**What a wonderful world»**

That is the theme of our lesson. Today we’ll try to explain some problems of ecology and environment and we are going to discuss the problem of environmental protection. You know that people all over the world are worried about our environment. And we shall find out who is in Charge of Our Planet.

**4.Постановка проблемы**

**Просмотр кадров презентации** «Environmental problems»

**Teacher** :Tell me, please, what environmental problems do we have?

Today, we should answer the main questions during our lesson: What can we do and what should we do to protect the nature and to save our planet?

**5. Речевая разминка**

**А**.

**Активизация лексики по теме**, работа с терминами

Teacher: Let’s play a little. You see some Russian words on the blackboard. Find their English equivalents. (На доске учащиеся должны найти перевод для некоторых русских слов и соединить их)

English words: Environment, pollution, wildlife, nature, ecology, to protect, to reuse, to reduce, cut down, litter, recycling.

Russian words: экология, природа, дикий мир, использовать еще раз, загрязнение, окружающая среда, уменьшать, защищать, мусор, вырубать.

**Teacher**: So, at our lesson we are going to discuss one of the main problems of the time- the ecological problem, connecting with you, the world around you.

**В.**

**Teacher: Let’s train our ecological vocabulary. Give the definitions.**

1.The scientific study of organisms and environment

2.All around us – all living things, climate, air, water, soil

3.Keeping the nature clean. The wise use of environment.

4.Evergreen woodlands, where there is much rain.

5.The natural home of animals and plants

6.Plants, animals, people

7.Too many people in one place

8.Destroying everything around you

9.Making air, water, land a dangerous place

**Ecology**

**Environment**

**Conservation**

**Rainforests**

**Habitat**

**Living things**

**Overcrowding**

**Destruction**

**Pollution**

**Основная часть**

**6.Проверка домашнего задания. (вопросно- ответная работа по теме”Environmental problems”)**

1.Why have many species of birds and animals disappeared?

2. What is the air polluted by?

3. Are rivers polluted?

4. Why are forests disappearing all over the world?

5. Can you see pollution at the seaside?

6. People are in danger, aren’t they?

7. What are the most serious environmental problems now?

**7. Аудирование.(**Ученики слушают текст 2 раза, и отмечают на карточках True or False).

**The Red book**

**The first list of the Red Data Book was made in 1949; it was published only in 1966. The scientists examined the living conditions of animals, birds, and insects. They made the list of rare and disappearing living things. It’s the unusual book. Do you know that the pages of this book are red, yellow and green? The colour red is a danger signal. It’s a stop sign. It’s the colour of blood and life. Animals which need immediate help are placed in the red pages .Those which number is reducing are on the yellow pages. Green pages are for animals which are already saved. In our country the book appeared in 1974.**

**У учеников на карточках следующие предложения**

1.a.The first list of the Red Data Book was made in 1949 ; it was published only in 1965.

b. The first list of the Red Data Book was made in 1949; it was published only in 1966.

c. The first list of the Red Data Book was made in 1994; it was published only in 1966.

2.a. The scientists examined the living conditions of animals, birds, and insects.

b. . The scientists examined the living conditions of animals, birds.

c. . The scientists examined the living conditions of animals and insects.

3.a. . They made the list of rare and disappearing living things.

b. . They made the list of disappearing living things.

c. . They made the list of disappearing living things.

4.a. The pages of this book are red and green?

b. The pages of this book are yellow and green?

c. The pages of this book are red, yellow and green?

5.a. Animals which need immediate help are placed in the green pages .b. Animals which need immediate help are placed in the yellow pages .c. Animals which need immediate help are placed in the red pages .

6.a. Those which number is reducing are on the yellow pages.

b. Those which number is reducing are on the red pages.

c. Those which number is reducing are on the green pages.

7.a. . Blue pages are for animals which are already saved.

b. .Red pages are for animals which are already saved.

c. . Green pages are for animals which are already saved.

8.a. In our country the book appeared in 1973.

b. In our country the book appeared in 1974.

c. In our country the book appeared in 1975.

**8.Работа над содержанием текста «Red Book»**

(Ученики получают текст диалога, только на полосках бумаги в разброс. Ученики слушают аудиозапись диалога и собирают диалог в правильной последовательности) затем диалог читают по парам и переводят.

**9. Relaxation** .Let’s we shall sing a song.

Ученики поют песню Луй Армстронг «What a wonderful world»

**Текст песни:**

I see trees of green, red roses too   
I watch them bloom for me and you   
And I think to myself, what a wonderful world   
The colours of the rainbow, so pretty in the sky   
Are also on the faces of the people going by   
I see friends shaking hands, saying, "How do you do?"   
They're really saying, "I love you"   
I hear babies cry, I watch them grow   
They'll learn much more, than I'll ever know   
And I think to myself, what a wonderful world.

**10.** Teacher: Tell me if you have seen any of these signs. What do they mean? **Учитель показывает слайды по проблемам экологии, учащиеся называют проблему)**

Class: Keep your country tidy!

Keep of the grass!

Put your litter in the bin!

Keep dogs under control!

Recycle!

**Teacher :**Now we see that the situation is really dangerous. It is really dramatic.

I suppose we should make a choice what kind of world we want to live.

**11. Обсуждение экологической ситуации в нашей стране. Ученики показывают свои проектные работы.**

**Teacher:**

**III. Заключительный этап урока. Составление экологических правил.**

**Teacher**: Now, pupils, let’s make the Code of Ecological Rules for all people of our town. I think these rules should be placed all over the forest.

Учащиеся выходят к доске и записывают правила.

Code of Ecological Rules.

– Don’t break trees.

– Don’t leave litter.

– Keep the country tidy.

– Respect the life and work of the countryside.

– Keep dogs under control.

– Put litter away.

– Grow trees and flowers.

– Don’t frighten birds and animals.

– Don’t cut wild flowers.

– Don’t burn fires.

**Подведение итогов урока:**

**Teacher**: Our lesson is coming to an end. In conclusion I’d like to tell you that the protection of nature is everybody’s business.

An outstanding English writer John Galsworthy said: ”If you don’t think about the future you will not have it.” Let’s think about the future. Let’s keep our planet tidy and make it better place to live in. Let’s save the Earth for ourselves and for the next generations.

**Объяснение домашнего задания:учебник : стр 58, Key Vocabulary выучить слова**

**Teacher:** And now, listen to your marks for the lesson………………..(Оценки за урок)

**Teacher:** At the end of our lesson I shall read you a poem. Listen to me carefully.

I want to live and not to die

I want to laugh and not to cry

I want to feel the summer sun

I want to sing when life is fun

I want to fly into the blue I want to swim as fishes do

I want to stretch out friendly hands

To all the young of other lands

I want to live and not die

I want to laugh and not to cry

I want to mate, No atom bomb

Annihilate,

My shining world!

**Teacher**: I think these words are the main idea of our life and we must remember that only we can help the environment today.

Well, the lesson is over! Thank you for the lesson!

**Список источников**

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