САИДОВ ЗАМИР ГАДИМОВИЧ

Учитель английского языка

МКОУ «КРАСНОВОСХОДСКАЯ СОШ»

План-конспект урока по английскому языку в 7 классе

**«What Can We Do to Help the Earth?»**

**План урока по английскому языку по теме:**

**«What Can We Do to Help the Earth? »**

**Вид урока:** проблемно-развивающий с игровыми элементами;

**Технология:** личностно-ориентированная, с использованием компьютерных технологий.

**Материалы:**

* Мультимедийный проектор и мультимедийная презентация;
* Компьютер;
* Точка доступа к сети Интернет;
* Набор разноцветных карточек;
* Текст экологического теста.

**Цели урока:**

* Пополнить и активизировать знания учащихся по теме «Экология»;
* Развивать умения учащихся в составлении предложений по известным данным и понимание прочитанного текста, развитие монологической и устной неподготовленной речи.
* Формировать ответственное отношение к природе, к проблемам окружающей среды и способствовать воспитанию экологической культуры.

**Ход урока**

**Приветствие, организационный момент:**

**Teacher:** Good day, students. My name is Zamir Gadimovich. Nice to meet you. I’m your English teacher for today. I promise that our lesson is going to be unusual and I hope you will like it. Now, please, sit down and let’s begin at once because we are short of time.

**Введение в тему урока:** So today we are going to revise the vocabulary of your previous lesson, add some new words and facts about our environment and it’s problems. Look at the board, please. (Демонстрация слайда №1 с видом на Землю из космоса)

**Teacher:** “Students, do you know this place?” (ответы учащихся)

**Teacher:** “And is it beautiful from space?” (ответы учащихся)

**Teacher:** “But… if we get closer to the ground, we can easily find out this (демонстрация слайда №2 с мусорными свалками) practically everywhere. But some time ago, the place you can see, looked like this (демонстрация слайда №3 лес) and everything was OK, then humans came, cut down the trees, built small towns, big cities, factories and produced lots of garbage. Once green and beautiful today it looks like this (демонстрация слайда №3 переход от леса к переполненным контейнерам). Would you like to live in such a horrible place? (ответы учащихся)

**Подведение к цели и теме урока** (на доске написано слово «Тема»**):**

**Teacher:** Do you agree that we faced a problem? What do we usually do when we have a problem? First of all we must think what we can do to solve our problem, mustn’t we? Well, let’s ask ourselves - What can we do to **solve the problem**? What is the problem? How to help the Earth. So what is the full question? (Учащиеся объединяют вопрос с проблемой) Вывод: What can we do To help the Earth?

**Teacher:** Well done! (Приглашается учащийся вписать тему урока на доске) So we asked ourselves a question and today on our lesson let’s discuss what we can do.

**Речевая разминка:**

**Teacher:** By the way today you will be given green cards for the right answers and at the end of the lesson we’ll see who is the greenest of you. Then cards will be exchanged for traditional marks. OK?

I think that some easy reading will **warm you up** before we actually begin. Учащимся предлагается прочитать отрывок стихотворения со слайда презентации

**Чтение отрывка стихотворения «Hug the EARTH» с демонстрацией стихотворного перевода**

The earth is a garden,

It’s a beautiful place

For all living creatures,

For all the human race.

Helping Mother Earth,

We can peacefully roam,

We all deserve a place,

We can call our home

**Teacher:** How do you think what is the idea of this poem? (ответы учащихся)

**(закрепление лексики урока)**

**Teacher:** Now I want you to **revise** the vocabulary on the ecological theme. Here on the board you will see letters appearing one by one. Your task is to name words beginning from these letters.

На экране буквы высвечиваются по одной. Задача – назвать слова на каждую букву по теме «Экология»

* P (poison, pollution, plant, prevent, etc.)
* R (radiation, rivers, resource, reduce, etc.)
* O (ozone, oil, ocean, etc.)
* T (tree, temperature, etc.)
* E (ecology, environment, extinct, endanger, etc.)
* C (crisis, cooperation, chemicals, cans, etc.)
* T (throw, toxic, etc)

**Вопрос к тексту презентации:**

* Are there words that you didn’t know?
* Which words can describe ecological problems?
* Do you agree with a statement «To hurt the Earth is to hurt yourself»? Why?

**Teacher:** Now let’s open our textbooks on page 73 and read what the boy Ben by name says about the environmental problems in place where he lives. (учащиеся читаю текст)

**Teacher:** (вопросы по тексту) Can we really hear about environmental problems on TV or the radio? May be in the Internet? There is no need in TV or The Internet because we can see it with our own two eyes. It’s the end of December but there is no snow outside. Global warming. Do you agree that not only special organizations but all of us are in charge for planet?

**Teacher:** Do you like playing computer games? Are there gamers among you? I have some **gaming content** for you. We’ll **combine** a game and vocabulary of our lesson. Your aim is to **whack a mole** with correct word written on it. Don’t touch a mole with non-ecological word. As far as we are concerned about the protection of wildlife I promise you that no mole will **suffer**. So who wants to play? (из числа учащихся выбирается один игрок)

**Работа над лексикой:**

**Teacher:** **Imagine** that our lesson is a game and the next task is the next level. It is a little bit harder, but not for you I’m sure. And don’t forget about green cards for the right answers.

The task is to match the words and their definitions:

Environment a) It’s the place where animals, birds and plants are protected.

Extinct b) The material which pollutes rivers, lakes and forests.

The Еarth c) Everything that is around us.

A Nature reserve d) No longer existing or living.

Greenhouse effect e) The planet where we live

Garbage f) gradual warming of the surface of the earth.

(учащиеся отвечают и за правильные ответы получают green cards)

**Результаты деятельности человека**

**Teacher:** Now let’s talk about the results of humans’ activity in future. One of you will read a sentence. If it is optimistic raise your happy card, if it is pessimistic – a sad one (перед уроком учащиеся получили карточки с двумя эмоциями).

1. In future people will live longer, many diseases will disappear.

2. People will cut down all the forests.

3. There will be no fish in the rivers.

4. We shall find new sources of energy.

Now I give you a minute and you must make up your own sentences. So I will be able to find out whether you are optimistic person or pessimistic one. (учащиеся готовят свои предложения и делятся ими)

**Проблемы окружающей среды: (закрепление)**

Работа с текстом (вставить пропущенные слова с использованием Интернет-ресурса Wordwall.net с последующим прочтением)

**Teacher:** Our game is going on. According to the rules of any game every next level must be harder than previous one. You have just worked with the sentences and just right now I suggest you to work with short texts. You must complete the text with the words given above.

**Text 1**

The Earth is our **home**. We must take **care** of it. The importance of this task is pointed out by the **ecologists**. Each of us must do everything possible to **keep** the land, air and water clean. Of course, people undertake some measures to **protect** the environment, but this activity is complicated by the economic difficulties.

**Text 2**

There are a lot of **factories** in my city. They **throw** a lot of chemicals into the air and into the **water**. They poison water in the rivers and **seas**. Fish can’t live in it. Wildlife is destroyed. If we want to drink clean water and to eat healthy food we must **protect** nature as we can.

**Заключительная часть урока: (учащимся предлагается выставить слова экологических лозунгов в логическом порядке с использованием Интернет-ресурса Wordwall.net затем учащиеся пообщают учителю и классу следовать этому девизу)**

**Teacher:** Little by little we are coming to the final part of our lesson. That means the final level for you. I want you to leave this classroom only with the positive emotions and remember me with warmth, that’s why no one will lose in the final level. Players must put the words in the logical order. The sentence in result will become your motto (slogan) and you will promise me and your classmates to keep it.

Be cute. Don’t pollute.

Save Earth to save life.

Reduce, reuse, recycle.

Give a big hoot to those who pollute.

**Итоги урока**

**No pollution is the only solution**

**(Подведение итогов турнирной таблицы, обмен карточек на оценки, выставление оценок)**

**Рефлексия**

* Are the problems of environment so important? Why?
* What conclusions have you made for yourself?

**Список использованных материалов:**

1. В. П. Кузовлев, Н. М. Лапа, Э. Ш. Перегудова. Английский зык. Учебник для общеобразовательных учреждений.
2. Http//www.wordwall.net