**План-конспект урока по английскому языку в 8 классе.**

**Учитель: Степаненко Наталья Евгеньевна**

**Тема цикла****/ урока:** Mother Nature /Skills

**Тип урока:** Формирование навыков говорения и аудирования

**Цель урока:** Составить монолог по теме «Экологические проблемы» опираясь на аудио текст и упражнения из учебника

**Задачи урока:**

**Практические:** Отработка навыков говорения и аудирования

**Образовательные:** Способствовать овладению и активизации новых лексических единиц по теме.

Способствовать формированию умения написания рассказа.

Формировать навык работы с текстом-моделью.

**Развивающие:** Развивать критическое мышление, познавательную активность и творческую

самостоятельность

Развивать умение организовать информацию по теме

Развивать учебно-организационные умения и навыки (взаимоконтроль, самостоятельная

работа)

Развивать навыки аудирования с целью извлечения необходимой информации и построения высказывания по плану.

**Воспитывающие:** Прививать любовь и интерес к изучению иностранного языка

Формирование личной ответственности, бережного отношения к природе, воспитание

экологической культуры

**Планируемые результаты:**

**Предметные:** Расширение лингвистического кругозора и лексического запаса для написания рассказа.

Формирование и совершенствование иноязычной коммуникативной компетенции.

**Метапредметные:** Умение самостоятельно определять цели своего обучения, ставить и формулировать

для себя новые задачи в учёбе и познавательной деятельности, развивать мотивы и

интересы своей познавательной деятельности

Умение самостоятельно планировать пути достижения целей, в том числе

альтернативные, осознанно выбирать наиболее эффективные способы решения учебных и

познавательных задач

Умение оценивать правильность выполнения работы, корректировать ошибки, в том

числе и партнёра по общению

**Личностные:** Осознание возможности использования имеющихся знаний в новой языковой ситуации

Развитие положительной мотивации учащихся к учебной деятельности на уроке.

**Языковой и речевой материал:** Лексические единицы по теме: air pollution, water pollution, rubbish,

electronic waste, natural resources, run out, biodegradable detergents, deforestation.

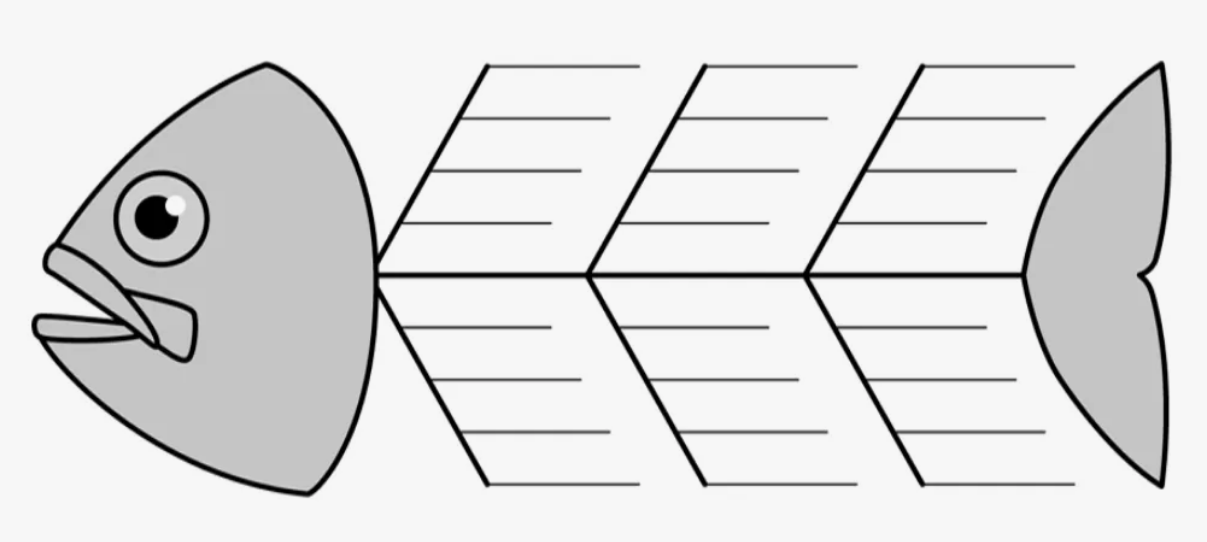
**Оснащение урока:** Доска, УМК Starlight 8 класс, К.М. Баранова, Д. Дули, В.В. Копылова. Аудиозапись,

проектор.

**Lesson progress**

|  |  |
| --- | --- |
| **I Org. moment (1 min.)**  (Приветствие, мотивация к деятельности) | |
| - Good morning boys and girls! I’m glad to see you! What do you expect from the lesson? | Ученики приветствуют учителя, отвечают на вопрос  *(фронтальная форма работы)* |
| **II Aim formation (3 min.)** | |
| **-** Look at the screen and guess the topic of our lesson. (видеоролик- Environmental problems)  - Look at the cards and tell, what we should do to learn more about the topic. (read, listen, write, talk)  - What is your aim for the lesson? | Ученики просматривают видеоролик, отвечают на вопрос учителя, называют тему урока, обсуждают задачи.  *(фронтальная форма работы)* |
| **III Speech drill (5 min.)** | |
| **-** Today we are going to talk about eco-problems. To tell more about these problems we’ll fill the Fish-bone table. One part of the bones of the fish should name eco-problems (left), the other part (right) should talk about the causes of the problems. And in the tail of the Fish- bone table, you will need to write down ways to solve problems.  - What eco-problems do you know? What does it mean? (Page 58 of your student’s book will help you)  - Write down the names of the eco-problems on the left side of the Fish-bone table. (air pollution, water pollution, rubbish, deforestation, electronic waste, running out of natural resources) | Раздаю таблицу    Ученики отвечают на вопросы учителя. *(фронтальная форма работы)*  Ученики заполняют таблицу  *(индивидуальная форма работы)* |
| **I****V Reading** **(10 min.)** | |
| - Look at the backs of your chairs. You will see one of the 6 colours. Find students with a sticker of the same colour and form a group.  - I will give each group a text about one of the problems. You need to find the causes of this problem and write it down in the Fish-bone table (the right part).  - Each group should name its problem and the reasons for its occurrence. The rest of the students fill in the table with the information they have heard. | Ученики рассаживаются по группам  Ученики читают текст и заполняют таблицу (каждая группа свою эко-проблему)  *(групповая форма работы)*  Ученики выбирают спикера, который называет эко-проблему своей группы и говорит о причинах её возникновения. Все остальные ученики заполняют таблицу по рассказу спикера.  *(индивидуальная и групповая формы работы)* |
| **V Making a monologue (16 min.)** | |
| - So, we know the problems and the causes of their occurrence. What do we need to do to solve them? Look at ex.1 p 58. Let’s listen to eco-problem and solution of it and using the sentences of the exercise tell about your problem.  - Let's find out how we can express our opinions when talking about environmental issues. Look at ex.2 p 58 (Two wheels, 2-3 min.)  - Add the solutions of eco-problems in the tail of your Fish-bone table.  - What eco-problems and solutions have you heard in the recording? Each group will talk about their problem, why we have it and what needs to be done to solve it.  - Well, guys, let’s accumulate our knowledge. Use Conditionals in your answers.Write the sentences. You have a minute. | Ученики слушают аудио запись, выбирают, какое решение подходит для их эко-проблемы, зачитывают предложения.  *(групповая форма работы)*  Ученики образуют два круга (внешний и внутренний, повёрнутые лицом друг к другу) и в парах отрабатывают мнение на решение эко-проблемы и реакцию на мнение (ученики меняются партнёрами (внешнее «колесо» поворачивается) по мере того, как будет высказаны мнение и реакция. Со следующим партнёром действие повторяется.  *(работа в парах)*  Ученики заполняют таблицу, вписывая решения эко-проблем.  *(индивидуальная форма работы)*  Ученики составляют монолог, пользуясь информацией таблицы, затем, выбирают спикера от группы, который рассказывает о проблеме, причинах её возникновения и путях её решения.  *(групповая форма работы)*  Указываю на пример на доске (If we all ride bicycles instead of using cars, we will reduce air pollution.) Ученики составляют и записывают предложения по образцу.  Выборочно прошу зачитать предложения по окончанию минуты.  *(индивидуальная и фронтальная форма работы)* |
| **VI Liste****ning (5 min.)** | |
| - Well done! You know, a lot of people do their best to help nature and now you’ll listen one of the eco-activists. Look at ex.3 p 58. Listen, choose the right ending and pay attention to the eco-problems in the dialogue.  - Compare your answers with the answers on the blackboard.  - Good! Let’s check and discuss the ex. How does Matt help the environment? Is it difficult for him? Why? What is his wish? | Ученики прослушивают аудио запись и выбирают ответы.  *(индивидуальная форма работы)*  Ученики проверяют ответы.  *(индивидуальная форма работы)*  Ученики отвечают на вопросы учителя. *(фронтальная форма работы)* |
| **VII Conclusion** **(5 min.)**  (рефлексия, домашнее задание, оценки) | |
| * Thank you for your work! Let’s make a conclusion. What are the eco-problems nowadays? How to combat these problems? * At the beginning of the lesson, each of you chose your own goal. Have you achieved it? * So, the home task is to use the information of your Fish- bone table to talk about environmental issues or to create and act a dialogue on the topic. | Ученики отвечают на вопросы учителя. *(фронтальная форма работы)* |

**FISH-BONE TABLE**



**Texts:**

**Natural resources**

Natural resources such as minerals and fossil fuels are extracted from the environment. Extraction, processing and use of these natural resources cause environmental problems such as air, land and water pollution; disruption or destruction of ecosystems; and biodiversity loss.

Overexploitation of natural resources harms the health of ecosystems and the well-being of people. Forests are cut down, exposing the land to wind and water. Fertile soil is depleted and lost due to erosion and inefficient agricultural practices. Fuel reserves are exhausted. Water and air are polluted.

If resources are carelessly managed, many of them will be used up forever. People can reduce waste and manage natural resources wisely.

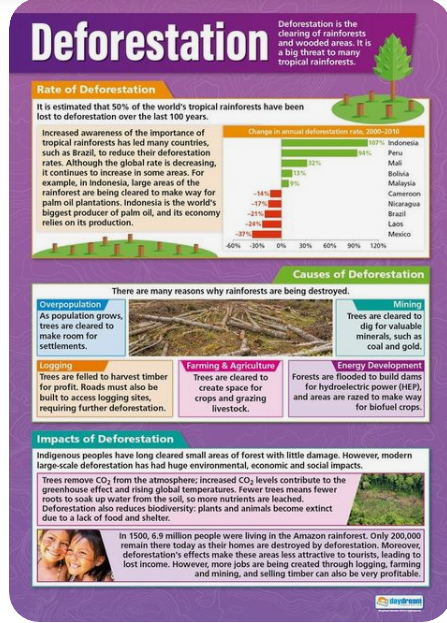
The continuation of life as we know it depends on the careful use of all kinds of natural resources.

**E-waste**

E-waste is electronic products that are unwanted, not working, and nearing or at the end of their “useful life.” Computers, televisions, VCRs, stereos, copiers, and fax machines are everyday electronic products.

E-waste is particularly dangerous due to toxic chemicals that naturally leach from the metals inside when buried. The problem is that there is so, so much E-waste that the trace amounts have ballooned over the years. That toxic water under the landfill doesn’t stop below the landfill. It continues to the groundwater and the sources to all the freshwater in the surrounding area.

Not only is this bad for anyone using a natural well, but it hurts the nearby wildlife. That, in turn, causes the wildlife to get sick from metal poisonings due to the high concentration of toxic chemicals minerals.

**Deforestation**

**Rubbish pollution**

Waste is a huge issue in the world today. This is due to various reasons like urbanization, changing lifestyle, lack of waste-management options and inefficiency.

Landfills are another big problem because they allow pollutants to enter the ground and affect wildlife for years to come. This can include chemicals such as pesticides and sewage sludge.

Air pollution can also be caused by litter, as it releases small micro-particles into the air that can be harmful to your health.

Ocean pollution can be a big problem too, as it is caused by dumping dredged material, industrial waste, sewage sludge and radioactive waste into the ocean.

The biggest reason for the increasing problem of rubbish is that people and companies are not recycling enough. This means that a lot of waste is sent to landfills instead of being made into new products.

**Water pollution**

Water pollution occurs when harmful substances contaminate a stream, river, lake, ocean, degrading water quality and rendering it toxic to humans or the environment.

This widespread problem of water pollution is jeopardizing our health. Meanwhile, our drinkable water sources are finite: Less than 1 percent of the earth’s freshwater is actually accessible to us.

Here are some of the major sources of water pollution worldwide:

**Agricultural.** Every time it rains, fertilizers, pesticides, and animal waste from farms and livestock operations wash nutrients and pathogens into our waterways. It can cause algal blooms, a toxic soup of blue-green algae that can be harmful to people and wildlife.

**Sewage and wastewater.** It comes from our sinks, showers, and toilets and from commercial, industrial, and agricultural activities.

**Oil pollution.** Nearly half of the estimated 1 million tons of oil that makes its way into marine environments each year comes not from tanker spills but from land-based sources such as factories, farms, and cities. Oil is also naturally released from under the ocean floor through fractures known as seeps.

**Radioactive substances.** Radioactive waste is any pollution that is generated by uranium mining, nuclear power plants, and the production and testing of military weapons, as well as by universities and hospitals that use radioactive materials for research and medicine.

**Air pollution**

What is air pollution? In simple terms, air pollution is the release of pollutants into the air. It is harmful not only to humans, but also to plants and animals, and also causes irreparable damage to our natural environment.

What causes air pollution? One of the causes of air pollution is the burning of fossil fuels such as coal, oil and gasoline, and industrial emissions. The transportation industry is also one of the main causes of air pollution, especially in cities. As well as agricultural activities, they constantly contributed to the deterioration of air quality. Air pollution is slowly killing the planet and its inhabitants. And this is not an exaggeration. These are cold, irrefutable facts. Air pollution is one of the main causes of death. Every year, it causes deaths from heart attacks, strokes, diabetes and respiratory diseases. Air pollution also leads to depletion of the ozone layer.

**Страница учебника Starlight 8**

