

**Муниципальное бюджетное общеобразовательное  
учреждение**

**гимназия №2 города Сургута**

**учитель английского языка**

**ШАРИФЬЯНОВА САГЛАРА ВЛАДИМИРОВНА**



# Environmental problems

7 класс, УМК «Happy English. ru» К.И. Кауфман,  
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# Цель урока

Создание условий для развития коммуникативных компетенций обучающихся в процессе изучения темы «Проблемы окружающей среды» на основе ИКТ-технологии.



# Задачи урока:

## Образовательные:

- ✓ совершенствовать умение определять учебную задачу;
- ✓ учить анализировать и отбирать учебный материал в соответствии с учебной задачей;
- ✓ учить выбирать языковые средства в зависимости от конкретных ситуаций иноязычного общения;
- ✓ систематизировать знания лексического и грамматического материала;
- ✓ учить самостоятельно строить устное речевое высказывание по теме;
- ✓ контролировать и оценивать процесс и результаты иноязычной речевой деятельности



# Задачи урока:

## Развивающие:

- ✓ развивать творческие способности учащихся посредством ИКТ-технологии;
- ✓ развивать аналитическое мышление учащихся;
- ✓ формировать ИКТ-компетентности учащихся;
- ✓ развивать умения работать в учебной группе;





# Задачи урока:

## Воспитательные:

- ✓ Воспитывать интерес к проблемам окружающей среды.
- ✓ воспитывать уважительное отношение друг к другу, чувство партнерства;
- ✓ развивать умения учебного сотрудничества, работы в группе;
- ✓ объективно оценивать результаты собственной деятельности и результаты работы своих одноклассников.

## Оборудование урока

1. Интерактивная доска (презентация к уроку)
2. Аудиозапись к УМК «Happy English. ru» К.И. Кауфман, М.Ю. Кауфман, Unit 2
3. Видеозапись «Юный эколог»
4. Персональные компьютеры





# **Stages of the lesson**

- I. Warming up. Introduction. – 2 min.**
- II. Systematization of the lexical and grammatical material – 12 min.**
  - Listening and Writing Skills Activities**
  - Reading Skills Activities**
  - Speaking Skills Activities**
- III. Main part. Project. – 20 min**
  - Problem statement. (Watching video)**
  - Doing the project**
  - Presentation of the project**
- IV. Rounding up - 3 min**
- V. Reflexion - 2 min**
- VI. Home task - 1 min.**



## *I. Warming up.*

Good morning, friends! I am glad to see you.  
How are you? (students` answers)

Let's begin our lesson. Look at the pictures on  
the screen and guess the theme of our lesson.

(students look at the pictures and put forward  
ideas about the theme of the lesson )



What do these pictures have in common?





# 22 April - Earth`s Day

Right, the theme of our lesson today is “Environmental problems”. Environmental problems have become one of the most urgent problems of modern society. The reasons for such environmental problems are numerous. All these problems mainly arise due to human careless activities and gradually destroy our planet. Fortunately, there are many ways to solve these problems.

There is a special day in the year when we back again to the problems of environment. It`s the 22<sup>nd</sup> of April.







*The president of Russia, Vladimir Putin  
announced the year of 2013 as the Environment  
Year*

**GLOBAL  
ECO  
BRAND**

GLOBAL INITIATIVE OF INTERNATIONAL ECOLOGISTS

МЕЖДУНАРОДНОЕ  
ЭКОЛОГИЧЕСКОЕ ДВИЖЕНИЕ  
**TERRA VIVA**

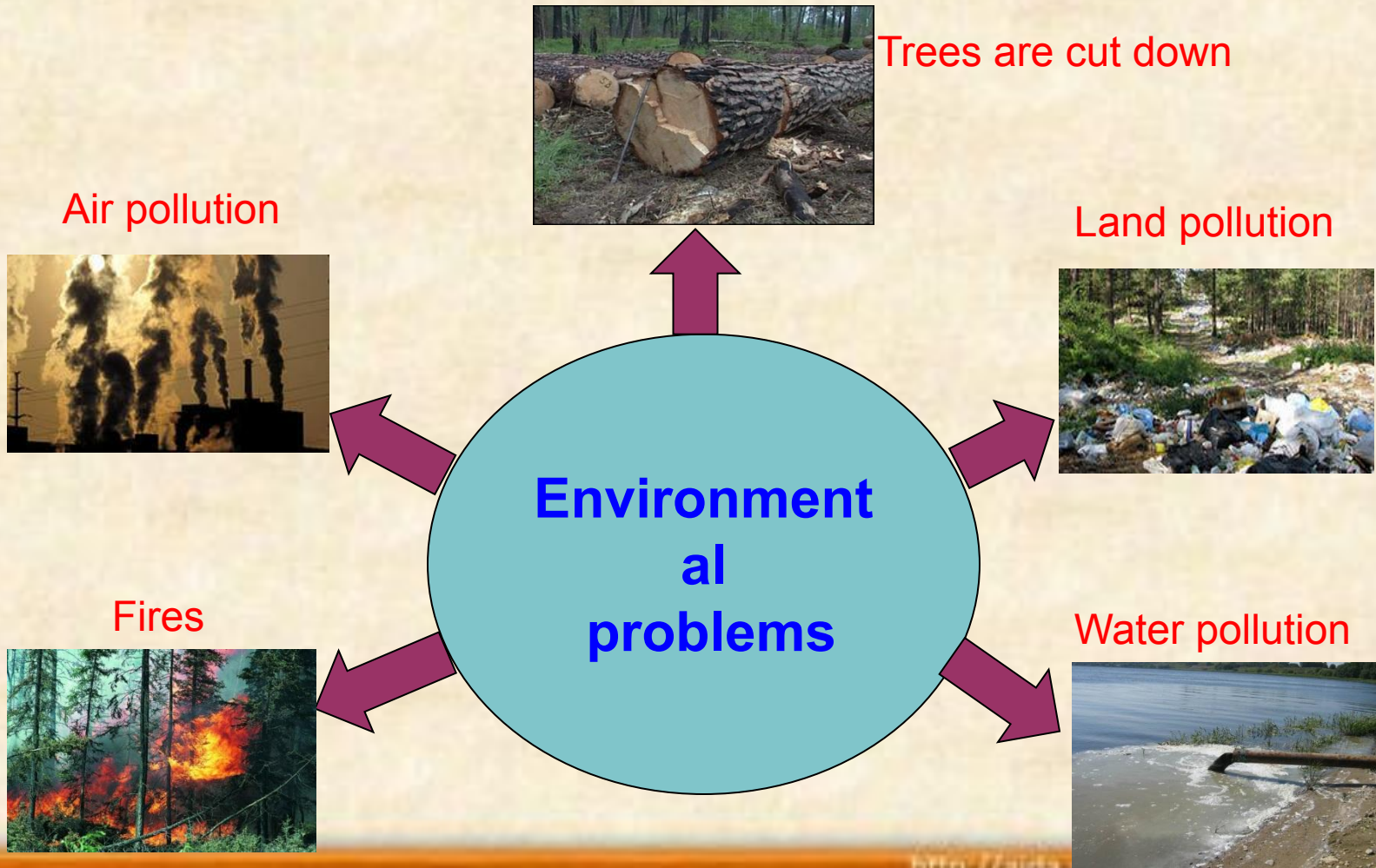


**2013 – год охраны  
окружающей  
среды**



## II. Listening and Writing Skills Activities

Listen to the poem and answer the question: What are the main environmental problems of today raised in the poem? Fill in the diagram. (students come up with ideas and type on the keyboard)





## Reading Skills Activities

Read the poem and give it a name. Choose from:

- |                                 |                          |
|---------------------------------|--------------------------|
| 1. Today and tomorrow!          | 2. Save the environment! |
| 3. Oceans, forests and animals! | 4. Please, stop!         |

Explain your choice

1. Today you are going camping  
With your family, friends or class.  
Please help us, don't drop any litter!  
'Cos` your litter lives longer than us!

Refrain: 'Cos` nothing is forever  
And nature is getting tired.

If we don't stop and think today  
Tomorrow the Earth could die.

2. Today you cut down your forests  
But the planet needs our leaves.  
Please stop it because tomorrow  
You'll have no air to breathe!

Refrain:

3. You can have a bath or a shower  
But today is the time to think.  
Save the rivers because without them  
You'll have no water to drink.

Refrain

4. Today we are still in your forests,  
In the sky, in the rivers, but look:  
Don't kill us! Because your children  
Will see us in picture books.

Refrain



In groups. Analyze the poem and answer the question:

WHAT ARE THE RESULTS OF PEOPLE'S INFLUENCE ON THE ENVIRONMENT WHAT ARE THE RESULTS OF PEOPLE'S INFLUENCE ON THE ENVIRONMENT?

(Students match the affects and results of this influence. Your results are at the bottom. )

- |  |                             |
|--|-----------------------------|
| 1) We damage nature.                     | a) We destroy the forest.   |
| 2) We break the trees.                   | b) We hurt animals.         |
| 3) We leave litter in the forests.       | c) We kill our planet       |
| 4) We cut down the trees.                | d) We cause land pollution. |
| 5) We drop litter in the river and seas. | e) We cause water pollution |



## **Speaking Skills Activities**

**In groups. Using the modal verb SHOULD/ SHOULD NOT make up the sentences:**

1 group: What should we do to protect our environment?

2 group: What shouldn't we do to protect our environment?

### **Students' answers:**

1 group. We should save rivers. We should protect our environment. We should plant more trees and flowers.

2 group. We shouldn't drop litter in the streets. We shouldn't cut down the trees. We shouldn't start a fire in the woods. We shouldn't pollute the air and water.





### **III. Main part. Project.**

Now we know what environmental problems we face to nowadays, and understand what we should do and shouldn't do to protect our environment. There are many international organizations in the world that deal with the problems of the environment, for example, Greenpeace, World Wildlife Fund and etc.

Here are their emblems you already know.







Some days ago my student asked me to help with a problem. He is a member of organization “EcoBioCentre” which deals with the protection of nature in our region. Watch the video please and let's help him.





## **Problem statement** **Video**

So, the problem is to design T- shirts for participating in conference of young ecologists so as to attract people`s attention to the ecological problems of the day in our region.

Divide into 2 groups. On the desktop of your computers you will find a file named “pictures” and a “Word`” document with a reference to a site <http://tvoy print.prostoprint.com/my/> you will work with. You should design a T-shirt on-line. Then we will print your sketches and choose the best one.

Discuss these items in your groups when designing a T-shirt :

1. Colour (explain your choice)
2. Design
3. The problem (the text on your T-shirt) you want to attract people`s attention to. (explain your choice)
4. Presentation of the T-shirt.



## **IV. Rounding up**


### **Presentation's Evaluation**

Each group will evaluate other groups' presentations according these evaluation cards.

	<i>Colour and Design</i>  <i>(1-5)</i>	<i>Text</i>  <i>(1-5)</i>	<i>Importance of a problem</i>  <i>(1-5)</i>	<i>Presentation skills</i>  <i>(1-5)</i>	<i>Total score</i>  <i>(1-5)</i>
<i>Group 1</i>					
<i>Group 2</i>					

Let`s choose the best one. (Students` answer)





**Self-esteem.** Now evaluate your work according to these evaluation cards

<i>My role in a group (1-5)</i>	<i>My interesting and useful ideas (1-5)</i>	<i>Importance of a problem issued by me (1-5)</i>	<i>My vocabulary and grammar (1-5)</i>	<i>Total score (1-5)</i>

**Members` of the group evaluation.** Now evaluate the work of your group mates according to these evaluation cards.

<i>Names</i>	<i>Role in a group (1-5)</i>	<i>Interesting and useful ideas (1-5)</i>	<i>Importance of a problem issued by him/her (1-5)</i>	<i>Vocabulary and grammar (1-5)</i>	<i>Total score (1-5)</i>





## **V. Reflexion**

*At the end of the lesson I 'd like to ask you some questions about the lesson:*

- Did you feel comfortable? Name 2 adjectives that you can describe your emotions and impressions during your work at the lesson.*
- Did you like it?*
- What have you learnt to do at the lesson?*

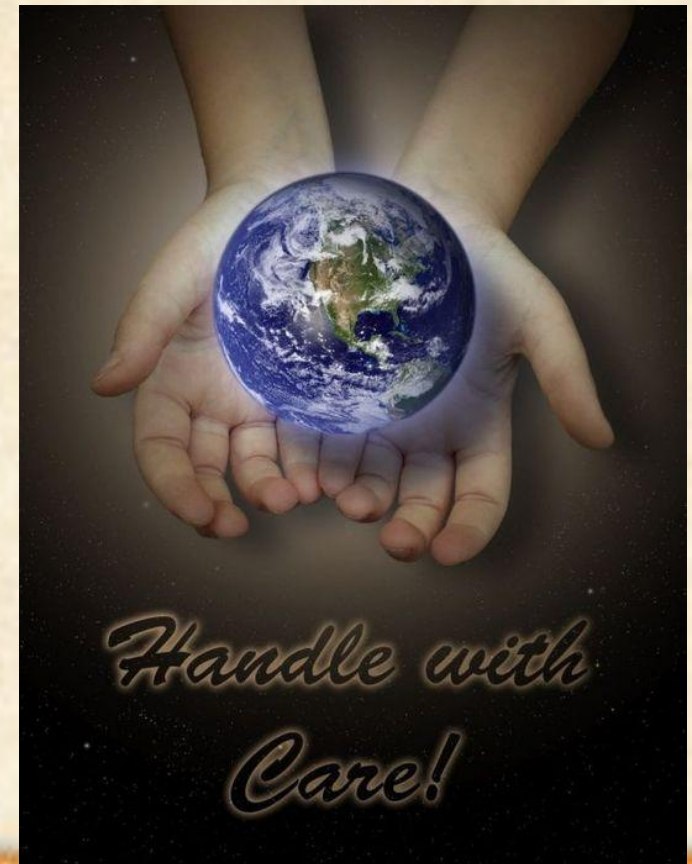


*Students, your work is well done. We liked your projects. Using the Internet and computers you demonstrated your abilities, communicative skills and good work in groups. Now you are ready to discuss the urgent problems of environment not only in our region but all over the world.*

*You know what you can do to protect our Earth because you are the next generation who can really solve these problems.*

## **VI. Home task**

1. *to speak on urgent environmental problems in our town.*





# Children's projects





Задумайся о будущем



Все в твоих руках