**Конспект урока по английскому языку (mini-lecture)**

**Класс:** 10

**Тема урока**: «Environmental protection»

**Продолжительность:** 40 минут

**Тип урока**: комбинированный

**Цели урока:**

* Обобщение, систематизация полученных сведений по теме и приведение их в логическую систему
* Развитие навыков аудирования и говорения
* Формирование опыта выделения ключевых слов из текста

**Задачи урока**:

* Активизировать употребление ЛЕ, практиковать в аудировании и устной речи
* Повторение учебного материала
* Развитие умения слушать текст с целью извлечения общей и детальной информации

**Оборудование:** учебник ( Spotlight 10 ), раздаточный материал по теме.

**Ход урока:**

**1 этап: Приветствие, постановка задач и объяснение темы.**

**2 этап: Развитие лексических навыков. Увеличение объема используемых лексических единиц.**

**3 этап: Развитие навыков аудирования**

**4 этап: Подведение итогов. Завершение урока.**

|  |  |  |
| --- | --- | --- |
| Procedure | Teacher’s activities | Students’ activities ( УУД ) |
| Greeting a classIntroductionPre-listening | -Good morning! Glad to see you. -How are you today? So, let’s start our lesson. (речевая зарядка )-What do you think of when you here the following words and word combinations?Energy consumption, excessive packaging, recycling, paper consumption, waste, car exhaust fumes. -So, what is the theme and the aim of our lesson?-Yes, we’ll speak about environmental protection and practice in listening and speaking.-Take your activity sheets and answer the following questions:1. What are the main ecological problems the planet is facing nowadays?2. What are the possible ways of solving these problems? ( list your ideas )-Change your sheets with your partner and check up each other.-Now, let’s revise our active vocabulary on the topic “Nature Protection”. Listen to my definitions and guess the words.( Приложение 1 )-Now I’m going to give you some handouts. I want you to do exercise 1. ( Приложение 2 ) | Регулятивные УУД( прогнозирование )Общеучебные УУД(умение строить речевое высказывание )Регулятивные УУД (контроль)Коммуникативные УУД( умение работать в паре ) |
| While-listening | -Now that we have discussed what the main environmental problems are and revised your active vocabulary, we are going to find the ways out. I’d like you to listen to the text attentively and be ready to do the tasks. ( The text is divided into 4 parts )You may make notes while listening. The 1st part (Choose to reuse)Can you tell me what the main idea of this part is? What are the key words you have written down? Can you list them? The 2nd part( Turn it down or switch it off. Be a lean, green shopping machine )-Now that you have listened to the 2nd part I’d like you to do exercise 2 in your handouts. Then compare your answers with your partner. The 3d part( Put packaging on a diet )-What’s the main idea of this part? I want you to make up word combinations in exercise 3 in your handouts.-Now, make up your own sentences using the following word combinations. The 4th part(Save on paper. Get others involved )-Name the key words you ‘ve heard in this part.-Do exercise 4 in your handouts, please. | Общеучебные УУД( умение извлекать информацию из прослушанного текста )Коммуникативные УУД( умение работать в паре ) |
| Post-listeningThe end of the lesson. Giving home task. | -Now I’d like you to divide into groups of 4. Each of you makes up a question to the text you have just heard and asks your partners .-We have some more minutes left and I want you to do the quiz: “How environmentally aware are you?”( Приложение 3 )-Have you learnt anything new at the lesson?-How should we treat the earth?-Our lesson is over and I’m very pleased with your work today . Your marks for the lesson are…-For the next lesson I want you to divide into groups of 3 or 4 and prepare a mini-lecture for your classmates on the following topics:* Let us save trees!
* Global warming and its consequences.
* Protect endangered animals!

-Good-bye. See you on Saturday. | Коммуникативные УУД( умение работать в группе )Личностные УУД( способность выработать свою жизненную позицию в отношении защиты окружающей среды ) |

**Приложение 1.**

**Definitions:**

* The act of using energy, food or material ( consumption )
* Everything that is around or near smb./smth ( environment )
* Greater than what seems reasonable or appropriate ( excessive )
* To cover smth. Completely in paper or other material, for example, when you are giving it as a present ( wrap )
* To wash smth. with clean water only without soap ( rinse )
* Materials that are no longer needed and are thrown away ( waste )
* The act of letting a gas, chemical, etc. come out of the container where it has been safely held ( release )
* Smth. that can be used again ( reusable )
* A glass part that fits into an electric lamp to give light when it is switched on ( light bulb)
* A thing that replaces smth., especially when the first thing is old or broken (replacement)

**Приложение 2.**

**Exercise 1.**

**Complete the sentences with the words from the list in the correct form:**

**Rinse, replace, release, campaign, encourage, energy, swap, wrap, decompose, create**

1. There wasn’t enough water left for her to … the shampoo out of her hair.
2. Our teachers … us to use recycled paper.
3. Traffic jams … both air and noise pollution.
4. He … her birthday present in recycled paper.
5. I feel very tired; I don’t think I have the … to play football this evening.
6. People in our neighbourhood have started a paper recycling … .
7. My brother likes to … comics with his friends.
8. When substances …, they break down into different chemicals.
9. She was a wonderful teacher. It will be difficult to … her.
10. They opened the cage and … the animals.

**Exercise 2.**

**Fill in the gaps:**

1. Always … the lights when you leave an empty room. ( switch off )
2. … the heating and … warmer clothes if you’re cold. ( turn down/put on )
3. Only buy what you really … and use all of it. ( need )
4. At the supermarket avoid buying things you do not need by writing a … . ( shopping list )
5. Try the … rule – only buy it if you still want it 30 days after you first saw it. ( 30-day )
6. You should also take your own bags to put the … in. ( shopping )

**Exercise 3.**

**Make up word combinations:**

1. Simple a. lunch
2. Silver b. bag
3. Carton c. of juice
4. Reusable d. packaging
5. Plastic e. lunchbox
6. Packed f. paper

**Exercise 4.**

**Match the words to their synonyms:**

1. Cut down on a. exchange
2. Swap b. produce
3. Come up c. think of
4. Encourage d. reduce
5. Create e. support

**Приложение 3.**

 **The quiz**

 **“How environmentally friendly are you?”**

1. You are packing your lunch for school. What do you pack?
2. A sandwich and a banana in a reusable container
3. A sandwich in a plastic bag and a packet of crisps
4. 2 packets of biscuits
5. What do you do with empty bottles?
6. Rinse them out and use them to store other things
7. Return them to the supermarket
8. Throw them in the rubbish bin
9. How often do you choose products which contain recycled materials?
10. Sometimes
11. Never
12. Always
13. You eat a bar of chocolate in the street. What do you do with the wrapper?
14. Drop it on the pavement
15. Save it for recycling
16. Put it in a litter bin
17. Do you always switch off the light when you leave an empty room?
18. Sometimes
19. Always
20. Never
21. When your old jeans have got holes in the knees you
22. Throw them away
23. Make new shorts out of them
24. Give them to someone who needs them