Пояснительная записка.

Согласно пояснительной записке к Федеральному базисному учебному плану и примерным учебным планам для образовательных учреждений Российской Федерации, учебный план школы должен содержать региональный (национально-региональный) компонент - не менее 10 процентов (приказ от 9 марта 2004 г. n 1312 «Об утверждении Федерального базисного учебного плана и примерных учебных планов для образовательных учреждений Российской Федерации, реализующих программы общего образования»), который предполагает изучение материала о конкретном регионе, где живут обучающиеся. Учащиеся должны знать не только страну изучаемого языка, но и страну, край, район, село, в котором они живут. «Преподавание иностранного языка на современном этапе является не только введением учеников в мир иноязычной культуры, но и осмысленным пониманием ими родной культуры, что важно в процессе становления личности, формирования мировоззрения, в культурном развитии детей. Если ученик обладает обширными знаниями об истории, традициях своего региона, ему легче научиться представлять родную культуру на иностранном языке». Необходимость обучения иностранному языку с учетом национально-регионального компонента продиктовано тем, что понимание иной культуры возможно только на основе знания своего региона.

Содержание регионального компонента образования призвано способствовать формированию у школьников духовно-нравственных ориентаций, развитию их творческого потенциала. Обучение в региональном компоненте строится на основе преемственности поколений, уникальности природной и культурно-исторической среды. Отбор содержания регионального компонента образования предопределяется природным, культурно-историческим, социально-экономическим своеобразием региона.

Изучение материала о своем регионе позволяет учащимся лучше узнать свой край, проникнуться любовью к родной земле. Благодаря краеведческим материалам учащиеся пополняют знания о родном крае, расширяют словарный запас, закрепляют знания по грамматике. Мои учащиеся работают над проектами, связанными с селом, районом, краем, создают собственные презентации. Они проявляют большую фантазию и действуют как исследователи. У ребят появляется заинтересованность глубже узнать историю своей малой Родины, своего народа, его культуру, традиции, а это ведет к формированию уважения к своей стране, потребности в практическом использовании иностранного языка в различных сферах деятельности. Использование краеведческого материала на уроке помогает формировать бережное отношение к окружающему миру, к природным богатствам, воспитывать у детей чувство гордости, уважения и любви к родным местам.

**План-конспект урока по теме «Исчезающие виды»**

Урок английского языка в 10 классе по УМК «Английский в фокусе» ("Spotlight") для 10-11 классов общеобразовательных учреждений (авторы О. В. Афанасьева, Д. Дули, И. В. Михеева, Б. Оби, В. Эванс), программы общеобразовательных учреждений,10-11 классы, английский язык - В. Г. Апалькова. Урок третьего раздела по теме «Экология. Исчезающие виды».

В классе 18 человек, у 14 учащихся высокая мотивация на изучение иностранного языка с хорошими речевыми и языковыми способностями, у 4 человек – недостаточная подготовка к изучению английского языка в старшей школе.

Тип урока**:** урок комбинированного типа посвящен развитию продуктивных речевых навыков и занимает промежуточное место в изучении темы «Экология», связывая этап формирования (рецептивный) и этап активизации (продуктивный) речевых навыков. Существуют элементы технологии развивающего обучения.

Форма и виды работы:индивидуальная, фронтальная, групповая.

На уроке были реализованы следующие принципы:

* принцип направленности обучения на комплексное решение задач;
* принцип доступности обучения;
* принцип систематически и последовательности формирования знаний, умений и навыков.

Познавательность, активность и самостоятельность учащихся достигалась с помощью наводящих вопросов, руководство учением школьников осуществлялось со следующим схемам: учитель – ученик; ученик – ученик.

Преобладающий характер познавательной деятельности – творческий. Структура урока полностью соответствует логике проведения заявленного типа урока, так как основной организационной задачей является создание условий для обобщения раннее изученного материала по теме с привлечением материала об исчезающих видах в Приморском крае.

Отобранное содержание урока, оборудование урока, организация активной мыслительной деятельности учащихся на всех этапах урока, индивидуальные, групповые и фронтальные формы организаций учебной деятельности школьников, применение словесных, визуальных методов, работа с учебником, рабочей тетрадью, презентацией способствовали достижению образовательных целей урока, стимулировали познавательные интересы учащихся.

Итогом работы на уроке стало создание учащимися постера по теме «Исчезающие виды Приморского края». Данный вид работы позволил ссумировать знания, полученные в ходе урока, а так же привлечь личный опыт учащихся, что значительно расширило рамки урока.

Тема: «Исчезающие виды»

Класс: 10

Время: 45 мин.

Цели и задачи урока:

* Развитие навыков устной монологической и диалогической речи, навыков чтения в формате ЕГЭ (задание на точное понимание информации в тексте);
* Развивать способности к сравнению, умозаключению, умению выражать своё отношение к теме, способствовать развитию аналитического, критического и образного мышления через использование проблемных ситуаций и творческих заданий;
* Формирование уважительного и ответственного отношения к природе, воспитание бережливости и осознание роли человека во взаимодействии с природой, формирование способности осознавать экологические проблемы и желания помочь природе;
* Привлечение интереса к проблемам окружающей среды Приморского края.

Оснащение урока:

* Презентация «Endangered Species of Primorsky Region»
* Видеклип The Earth Song by Michael Jackson <http://www.myjackson.ru/video/videoclips/478.html>
* Песня в формате MP3 The Earth Song by Michael Jackson
* Карточки с заданием № 1 на каждого ученика.
* Карточки с заданием № 2 на каждого ученика.
* Карточки с заданием № 3 на каждого ученика.
* Карточки с заданием № 4 на группу.
* Карточки с заданием № 5 на каждого ученика.
* Карточки с заданием № 6 на группу.

Использованная литература и информационные источники:

* УМК «Английский в фокусе» ("Spotlight") для 10-11 классов общеобразовательных учреждений авторы О. В. Афанасьева, Д. Дули, И. В. Михеева, Б. Оби, В. Эванс
* [http://images.yandex.ru](http://images.yandex.ru/)
* [http://www.primkray.ru](http://www.primkray.ru/)
* [http://reka-amur.narod.ru](http://reka-amur.narod.ru/)
* [http://ru.wikipedia.org](http://ru.wikipedia.org/);
* [http://www.ecosystema.ru](http://www.ecosystema.ru/)
* <http://primorie.do>

***“THE WORLD IS A FINE PLACE AND WORTH FIGHTING FOR”***

*Ernest Hemingway*

**Topic:** “Endangered Species”

**Educational aims:**

1. to orient students to the plight of endangered species;
2. to enlarge the students’ scope;
3. to teach students to cooperate;
4. to teach students to respect other’s opinion.

**Subsidiary aims:**

1. to improve pronouncing skills;
2. to develop speaking skills of monologue.

**Text and vocabulary:** the text “Endangered and Threatened Species”, **extinct,** disappear**,** to cut down**,** to protect, endangered species**,**  threatened species, are caused**,** the species' survival**, habitats,** [**pesticides**](http://www.epa.gov/pesticides/about/aboutus.htm)**,** poison, depend upon, the challenge, wildlife.

**Aids:** the text, handouts, the presentation «Endangered Species of Primorsky Region», the video “Michael Jackson - Earth Song”.

**Procedure**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Stages** | **Time** | **Ways of Interac-tion/Or-ganizing the class** | **Teacher** | **Class** | **Comments/Notes** |
| **1. Warming-up stage** | 3 min. | T-Cl | Good morning, glad to see you again! Sit down please. How are you today? I’m glad you’re doing fine. Well, first of all, I'd like to know who is absent today. Nobody? Perfect!  OK, to begin with, let’s play a game which is connected with the topic of our lesson **“Endangered Species**”. So, I name a word and one of you says the word which starts with the last letter of my word and so on. But you should use only words correlated with the topic. Do you have any questions? Let’s do it in chain.  Let's start now. So my word is **"environment"** and it is also the topic of the game. | Good morning. We are fine, thank you.  The students answer, if somebody is absent or not.  “No, everything is clear/ we have no questions.”  The students continue the  game. E - environment – trouble – erosion – nature… | The warming-up activity helps the teacher to establish a contact with the class and create a positive, friendly and working atmosphere. The warming-up activity in the form of the game motivates students and prepares them for the English lesson. Moreover, the topical material of this warming-up activity should help students in the following tasks. |
| **2.** **Pre-reading Stage**  **a) creating motivation with the help of introductory questions.**  <http://www.myjackson.ru/video/videoclips/478.html> | 4 min | T-Cl | Thank you, it was rather fun. And you know really a lot of words on the theme “Endangered Species”.  To continue our lesson, I’d like you to watch the video “**Michael** **Jackson** - **Earth** **Song**” and then to answer these questions as part of an open class discussion.   1. Is the world a safe place for all animals and plants? Why or why not? 2. What does it mean for a species to be endangered? 3. What, if anything, do you know about this topic in our region? 4. What animal or plant species do you know of Primorye are endangered or extinct?   Thank you for your ideas. | The students give ideas. | The teacher prepares students for reading the article with the help of introductory questions on the topic and appropriate illustrations. It helps students to understand about what the following text is.  Working with the title of the text should help students to predict the content of the article. |
| **2. Pre-reading Stage**  **b) language preparation (matching task) (Ap. 1)** | 3 min | T-Cl  S1 – S2  T-S1,2,3,4 5.6.7… | Before reading the text, I’m going to give you the cards with the words from the text (the teacher distributes the handouts among the students). I want you to match the words from the first column with their definitions in the second one to make sure you know all of them, because they may help you in understanding of the article. Please work in pairs. You have 1-2 minutes to do the task.  Well, you time is over. Let's check it one by one. | The students work in pairs with the cards.  The students read the words and their definitions. | The vocabulary task prepares students for further reading and makes them focus on the key words. This exercise also checks general knowledge of the English language. Finally, pair work creates an additional motivation and makes the task more interesting. |
| **3. While-reading Stage:**  **recognizing the**  **summary of the text (Ap. 2, 3)** | 6-7 min | T-Cl  S1-S2 T-Cl | Well, you are going to read the text about endangered species. Your task is to choose the most suitable heading from the list **A-C** for each part (**1-3**) of the article. There is one extra heading which you do not need to use. Is the task clear? You may work in pairs if you wish. You have about 4 minutes for it. So, get down to work.  OK, I see you are ready. Did you like the text? Was it interesting? So what heading is the most suitable for paragraph 1?  Thank you for your perfect work! | The students read the text to themselves and after reading they choose the most suitable heading for each part of the article.  The students say which heading they have chosen for each passage. | Choosing the heading for passages provides a better understanding of the text and helps the teacher to make sure that all the students in the class have understood the text correctly and that they are ready for further work with the text. |
| **4.Post-reading Stage**  **a)compre-hensive questions (Ap. 4)** | 5-6 min | T – Cl  Gr  T – Gr 1, 2, 3, 4, 5 | Now, please, I’d like you to divide into 5 groups of four. Look at the questions followed the text. Work in groups and answer the questions using the text. You have 3 minutes for the discussion.  Well, your time is up. Each group will answer one of the questions, but other groups may add or help in answering. | Students work in groups of four. They discuss questions all together. Then one member of the group answers one of the questions. | In the text there are no exact answers on the questions, so students should invite some measure of interpretation and application. The answers should be a kind of paraphrasing.  The questions demand real comprehension. Besides they involves into the work, making it more interesting to do. Moreover, these questions can be used as a basis for discussion. |
|  | 2 min | T – Cl | And now it’s time to have a rest. Close your eyes wait a minute. Open your eyes.    *Look up, look down*  *Look around.*  *Look at your nose,*  *Look at that rose.*  *Close your eyes,*  *Open, wink and smile.*  *Your eyes are happy again.* |  |  |
| **5. Summari-zing (discussion)**  **(Ap. 5)** | 8-9 min | T-Cl  T-S1,2,3,4..  S1-S2  T-Cl  T-S1,2,3… | I see you have caught the main points of the text. But I’d like to discuss the problem about the endangered species problem, causes, and efforts inPrimorye.  You’ll watch the slide presentation **«Endangered Species of Primorsky Region».** You should answer these questions based on what you learned from the presentation.  Is the task clear? You have 8 minutes to do this.  Ready? Let’s check.  Thank you! You are very quick-minded students.  Now let’s do next exercise, last but not least. I’d like you to give me some sentences, which explain the popularity of protecting endangered species nowadays, not only in Primorsky Region, but in the Earth. You have 3 minutes to do the task, and then we’ll check it. If you have any questions you may ask now.  Well, your time is over. Let’s check. | Students do the exercise on their own. After checking the previous exercise, student start doing the next one, working in pairs. They discuss the problem about the endangered species problem, causes, and efforts inPrimorye. Then it is checked with the teacher. | The complex of exercises helps to check the understanding of the whole material. These exercises make students developing their visual memory. |
| **6. Summari-zing (preparing a poster)**  **(Ap. 6)** | 3-4 min | T-S1,2,3… | Summing up our lesson, let’s make a poster. Today we’ve learnt some facts about **saving the species.** I’d like to hear your ideas why it is so important and what we can do to support it.  Your task is to further research the plight of endangered species in our region; create a poster of a selected animal; and present your poster, research, and advertising approach to the class.  Directions: Fill in the blanks with the appropriate information, ideas, and suggestions about your chosen Save Our species.  OK, I see you are ready. Let’s check. | Students create a poster of a selected animal; and present poster, research, and advertising approach to the class. | Such a work shows the full understanding of the presentation and learning key words and expressions on the topic by students. |
| **7. Conclusion** | 2 min | T-Cl | Thanks for your ideas, work and active participation at the lesson! Your marks are… Open your diaries and put down your home task. Next time, please, be ready with the poster “**Red Book of Primorsky Region”.**  The lesson is over. Goodbye! | Students write down the home task.  “Thank you for the lesson! Goodbye!” | The polite ending of the lesson full of gratitude from the both sides (the teacher and students) encourage for the future work. |

Appendix 1

|  |  |
| --- | --- |
| **1. extinct** | h) выживание видов |
| 2. to disappear | l) отравить |
| 3. to cut down | o) пестициды |
| 4. to protect | n) вызов |
| 5. endangered species | **e) находящихся под угрозой исчезновения виды** |
| 6. threatened species | j) исчезающие виды |
| 7. are caused | f) загрязнение |
| 8. the species' survival | m) **вымершие виды** |
| **9. habitats** | k) дикая природа |
| 10. pollution | **a)** зависеть от |
| 11**.** [**pesticides**](http://www.epa.gov/pesticides/about/aboutus.htm) | **c) вырезать** |
| 12. to poison | **b) исчезать** |
| 13. to depend upon | **g) являются причиной** |
| 14. the challenge | **d) защищать** |
| 15. wildlife | i) места обитания |

Appendix 2

**Endangered and Threatened Species**

**What Are Endangered and Threatened Species?**

**A** A century ago, a bird called the passenger pigeon lived in North America. There were so many passenger pigeons that people often saw great flocks of them flying overhead containing thousands, even millions, of birds. Today, there is not a single one left. What happened? The passenger pigeon became **extinct**. All living passenger pigeons disappeared from the earth entirely. The passenger pigeon became extinct for two reasons. First, the forests where it lived were cut down to make way for farms and cities. Second, many pigeons were shot for sport and because they were good to eat. At that time, there were no hunting laws to protect endangered species like there are now. The passenger pigeon is one of the many plants and animals that once lived on our planet and have become extinct. Extinction has been going on since life began on earth. But today, extinction is happening faster than ever before. There are approximately 1300 endangered or threatened species in the United States today. **Endangered species** are those plants and animals that have become so rare they are in danger of becoming extinct. **Threatened species** are plants and animals that are likely to become endangered within the foreseeable future throughout all or a significant portion of its range.

**How Does Extinction Happen?**

**B**  Species disappear because of changes to the Earth that are caused either by nature or by the actions of people. Sometimes a terrible natural event, like a volcano erupting, can kill an entire species. People can also cause the extinction of plants and animals. The main reason that many species are endangered or threatened today is because people have changed the homes or **habitats** upon which these species depend. A habitat includes not only the other plants and animals in an area, but all of the things needed for the species' survival -- from sunlight and wind to food and shelter. Pollution can also affect wildlife and contribute to extinction. The [Nashville crayfish](http://www.epa.gov/espp/coloring/doc5.htm) is endangered mainly because the creek where it lives has been polluted by people living nearby. [**Pesticides**](http://www.epa.gov/pesticides/about/aboutus.htm) and other chemicals can poison plants and animals if they are not used correctly. Today, people are not allowed to use DDT, and this has contributed to the bald eagle being moved from endangered status up to threatened status. People can also endanger plants and animals by moving, or **introducing**, new species into areas where they do not naturally live. Some of these species do so well in their new habitat that they endanger those species already living there, called the native species. The native species may then have to find a new source of food or a new home, or face becoming endangered or extinct.

**Why do we Protect Endangered and Threatened Species?**

**C**  Can you imagine walking in the woods without hearing birds singing in the trees, or picture what a field would be like without wildflowers blooming in the grasses? Our plants and wildlife make the world more interesting and beautiful place. More importantly, all living species, including people, depend on other species for survival. We all depend upon plants and wildlife. From studying them, we have learned new ways of growing foods, making clothing, and building houses. Scientists have discovered how to use certain plants and animals as sources of medicines. If we fail to protect threatened or endangered species, we will never know how they might have improved our lives. Endangered and threatened species need our help. Government agencies, such as the U.S. Environmental Protection Agency, the U.S. Department of Agriculture, the U.S. Fish and Wildlife Service, and the National Park Service, along with state fish and wildlife agencies and private groups are making information available so people can better protect endangered and threatened species and their habitats. To do your part, contact these agencies for information and join the challenge in helping to protect endangered and threatened species, and all wildlife, from extinction.

Appendix 3

1. Why do we Protect Endangered and Threatened Species?
2. What Are Endangered and Threatened Species?
3. How Does Extinction Happen?
4. What are some of the provisions of the Endangered Species Act (ESA)?

Appendix 4

1. What does “endangered” mean?

2. What are three examples of endangered species? How did each of them become endangered?

3. What is the main reason most species become endangered? What are some other reasons?

4. What are two examples of species that are endangered because something in their ecosystem was disturbed?

5. Name two ways that wildlife biologists are working to save endangered species.

6. What are two species that are success stories brought back from the brink of extinction?

7. What is an ecosystem?

8. What can happen if one species becomes extinct?

9. What are some of the provisions of the Endangered Species Act (ESA)?

10. How can you help?

Appendix 5

1. What are the primary ways in which species are endangered in Primorye? (These include habitat destruction; human disturbance; garbage; hunting, fishing, and harvesting; killing the food supply; global warming; and introducing alien species.)
2. Which of these are caused by human activities? (All of them.)
3. What does this mean for the future of our planet and future generations? (Accept all reasonable responses. Encourage students to elaborate on their answers, using examples.)
4. What facts, statistics, or ideas made the biggest impression on you about situation in Primorsky region? Why? Think about how you may apply this to the posters and profiles you will develop. (Accept all reasonable responses. Encourage students to elaborate on their answers and use examples.)

Appendix 6

**Poster**

**“Endangered Species of Primorsky Region”**

|  |  |
| --- | --- |
| **флора 005-3** | **флора 006-1** |
| **Species Name:**  **Scientific Name:** |  |
| **Description of habitat:** |  |
| **Interesting facts about the species:** |  |
| **Population estimates or survival trends of species:** |  |
| **Reasons that this species is endangered:** |  |
| **Reasons that it is important to save the species:** |  |
| **Possible solutions to help this species survive:** |  |
| **Potential damage to the environment if this species were to become extinct:** |  |