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КОНСПЕКТ УЧЕБНОГО ЗАНЯТИЯ ПО ДИСЦИПЛИНЕ «ИНОСТРАННЫЙ
ЯЗЫК» НА ТЕМУ «ЧЕЛОВЕК И ПРИРОДА. ЭКОЛОГИЧЕСКИЕ ПРОБЛЕМЫ
СОВРЕМЕННОСТИ»

Специальность 230103.52 Автоматизированные системы обработки информации и управления

Цели занятия:

образовательная: развивать навыки работы с текстом, аудирования; отработать произношение терминов, развивать навыки монологической речи, систематизация знаний обучающихся по теме;

развивающая: развивать речь, память, мышление, воображение, наблюдательность, усилить коммуникативные свойства речи (экспрессивность, выразительность);

воспитательная: воспитывать гражданственность, патриотизм, развивать чувство ответственности перед собой и другими.

Учебно-методическое обеспечение урока: дидактический, материал, карточки с заданиями.

ТСО: компьютер, проектор, экран.



Ход учебного занятия

I. Оргмомент. Вводное слово преподавателя. Установление дисциплины, мобилизация внимания студентов к работе. Объяснение хода работы и формулировка темы и цели занятия.

Teacher:

The word “Ecology” came from Greek which means home. The idea of home includes our planet, population, Nature, animals, birds, fish, insects, atmosphere of our planet. For thousands of years people lived in harmony with environment. But now pollution is one of the most important problems now. We've learnt much about the environment, and today we are going to revise the material we've learnt and find out an important issue. The Earth has enough for every man's need, but not for man's greed. Nature pardons no errors. These are the epigraphs of our lesson. So the aim of our lesson is how great the problem of environmental pollution? And the tasks are:

1. What are the major air, land, water pollutants?
2. What are the sources of air, land, water pollution?
3. How to prevent air, land, water pollution?

What must we do in order to reach our aim? We must revise your homework, answer the questions, learn new words, read and translate the text and do some tests. We will watch a video-clip and try to understand what this clip will be about. Let's begin.

II. Актуализация знаний, мотивации, целеполагания.

1. Речевая разминка: повторение лексики темы «Окружающая среда» через активизацию речи.

Warming up:

environmental pollution, dust, exhausts, global warming, greenhouse effect, carbon dioxide, gasoline, oil, coal, ozone layer, fossil fuel, ultraviolet radiation, radioactive gases, nuclear fallout nuclear weapons, nuclear power plant.

2. Опрос домашнего задания.

1) Перевод английских идиом о животных и природе.

As wise as an owl, an old bird, to run after two hares, to rain cats and dogs,
Indian summer, a storm in a tea-cup.

Перевод английских пословиц о природе.

1. A bird in the hand is worth two in the bush.

2. A cat in gloves catches no mice.

3. Catch the bear before you sell his skin.

4. Don't look a gift horse in the mouth.

5. Let sleeping dogs lie.

Далее преподаватель предлагает обучающимся посмотреть клип
“Ecological problems” и проводит вопросно-ответную работу по клипу.

Teacher: What are 5 major ecological problems have you seen in this video-clip?

Student 1: We have seen Mammal extinction, Ocean Dead Zones, Destruction of the Rain Forest, CO2 Levels in the Atmosphere, Overpopulation.

Teacher: What's the percentage of mammal extinction?

Student 2: That's 25 per cent.

Teacher: How can you characterize 'dead zones' in the ocean?

Student 3: There is a lack of oxygen in the 'dead zones'.

Teacher: How has the number of 'dead zones' doubled?

Student 4: It doubles every 10 years.

Teacher: When will the fish possibly end?

Student 5: As soon as the year 2048.

Teacher: What part of the Amazon rain forest may be destroyed by 2030?

Student 6: Half of the Amazon rain forest will be destroyed by 2030.

Teacher: What population have we managed to reach in the last 200 years?

Student 7: 6.5 billion.



Teacher: How many people do we add every year?

Student 8: We add 74 million people every year.

Teacher: What have we to do?

Student 9: We have to step up our efforts. We must do our best to save the planet.

Преподаватель показывает слайды и просит назвать другие виды экологических проблем, а также основные источники загрязнения воздуха, земли и способы предотвращения данных явлений.

Teacher: Now look at these slides. Can you name the other ecological problems?

Students: acid rain, waste, landfills, the ozone hole, noise pollution, orbital junkyard, radiation.

Teacher: When did the problem of pollution become dangerous?

Student 1: The problem of pollution became serious in 20th century.

Teacher: Is it dangerous to breathe polluted air?

Student 2: Yes, it's very dangerous.

Teacher: What cities appear all over the world today?

Student 3: There are many industrial cities now.

Teacher: What is global warming?

Student 4: The global warming is from the greenhouse effect.

Teacher: What sources of air pollution do you know?

Students: Automobile emissions, tobacco smoke, acid rain, noise pollution, power plants, manufacturing buildings, aerosol sprays, wildfires, nuclear weapons

Teacher: What major air pollutants do you know?

Students: carbon monoxide, carbon dioxide, methane, nitrous oxide, sulfur dioxide.

Teacher: What are the sources of land pollution?

Students: chemical and nuclear plants, oil refineries, human sewage, landfills.



III. Сообщение новых знаний.

Введение новых лексических единиц. Фонетическая отработка новых слов. Преподаватель озвучивает лексические единицы, студенты повторяют хором. Затем преподаватель прослушивает каждого студента в отдельности. Работа с текстом “Water Pollution” (чтение, перевод, вопросно-ответная работа).

Teacher: Answer the questions. What is one of the most important problems today?

Student 1: The shortage of clean water.

Teacher: What's the per cent of fresh water on our planet?

Student 2: 3 per cent of water on the planet is fresh water.

Teacher: How many fish die every year?

Student 3: Thousands of fish.

Teacher: What do 2 billion people in the world lack to?

Student 4: They lack to safe drinking water.

Teacher: How many pesticides can we found in the ground water?

Student 5: 73 kinds.

Первичное закрепление изученного. Выполнение упражнений к тексту, тестовых заданий.

1) Are these statements true or false?

1. The rainforest is important to the environment.
2. It freezes in a tropical rainforest.
3. Millions species of insects live in rainforest.
4. The hole in the ozone layer is formed over the North America.
5. The world population now is 6.5 billion people.
6. Carbon dioxide from cars causes headaches, bronchitis and lung disease.
7. Only 10% of water on the planet is fresh water.
8. 37 kinds of pesticides have been found in the groundwater that we drink.



9. 97% of ancient forests in North America are gone.

Choose Russian equivalent for the phrases.

1. Poisonous chemicals

- a) ядовитые химикалии
- b) ядовитые химические препараты

2. Car fumes

- a) машинные газы
- b) автомобильные выхлопы

3. Greenhouse gases

- a) газы, создающие парниковый эффект
- b) парниковые газы

4. Global warming

- a) глобальное потепление
- b) общее согревание

5. Damages

- a) приносит пользу
- b) наносит ущерб

6. Waste

- a) продукция
- b) отходы

2) Match the adjectives in column A with the nouns in column B and translate them.

A

B

- | | |
|------------------|--------------|
| 1. Environmental | a) beauty |
| 2. Serious | b) warming |
| 3. Radioactive | c) world |
| 4. Nuclear | d) pollutant |
| 5. Natural | e) pollution |



6. Global f) weapon
7. Beautiful g) problem

3) Fill in the gaps with the words derived from the words in brackets and translate it from English into Russian.

There are many problems which threaten our natural environment. Acid rain, (1)... (globe) warming and air and water (2)... (pollute) are among the most serious ones. There are several ways to help improve the situation. Firstly, we should encourage (3)... (recycle) because it is the (4)... (produce) of new materials which causes the most damage. We must learn to reuse things like plastic bags and glass jars. Secondly, driving an environmentally-friendly car is also (5) ... (help). Joining an (6)... (organize) which plants trees or cleans up beaches would be a (7) ... (prove) that you are really (8)... (concern) about the environment. Lastly, supporting groups such as Greenpeace, which try to prevent many (9)... (environment) disasters, would help to ensure that our planet will be clean and safe for the future generations.

Взаимопроверка выполнения тестов в парах. Выставление оценок друг другу. Сдача тестов преподавателю и проверка ответов по слайдам.

Самостоятельная работа на учебном занятии: составление плана-пересказа текста.

IV. Подведение итогов.

Teacher: How to prevent air pollution?

Student 1: Walk or bike more and drive less. Don't smoke.

Student 2: Don't buy products in aerosol spray cans.

Teacher: How to prevent land pollution?

Student 3: Recycle. Reuse any items that you can.

Student 4: Buy products that have little packaging.

Teacher: How to prevent water pollution?

Student 5: Don't use pesticides that can run off into water systems.



Student 6: Use non-toxic cleaning materials.

Teacher: Give your ideas for solving environmental problems.

Student 7: Stop dropping litter. Fine people who drop litter.

Student 8: Use paper, not plastic. Write on both sides of paper.

Student 9: Recycle metal, paper, glass, plastics. Buy recyclable products.

Student 10: Take showers to save water.

Student 11: Turn off the lights, TV when you don't need.

V. Рефлексия.

Что мы делали? Зачем мы это делали? Какие компетенции потребовались для этого?

VI. Домашнее задание.

Преподаватель оценивает тестовые задания, подводит итоги работы студентов, объясняет домашнее задание, студенты записывают домашнее задание.

