



**МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ САМАРСКОЙ
ОБЛАСТИ**

**ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ПРОФЕССИОНАЛЬНОЕ
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ САМАРСКОЙ ОБЛАСТИ**

«ПОВОЛЖСКИЙ ГОСУДАРСТВЕННЫЙ КОЛЛЕДЖ»

МЕТОДИЧЕСКАЯ РАЗРАБОТКА ОТКРЫТОГО УРОКА

ОУД.03 «Иностранный язык»

Специальности 09.02.07

«Информационные системы и программирование»

на тему:

«Загрязнение окружающей среды»

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Загрязнение окружающей среды.

Наименование УД: ИНОСТРАННЫЙ ЯЗЫК

Специальность: 09.02.07 «Информационные системы и программирование»

Цели урока:

1. Образовательная – формирование лексико-грамматических навыков, развитие навыков устной монологической и диалогической речи, навыков чтения и аудирования; систематизация, обобщение и закрепление имеющихся у обучающихся знаний по данной теме;
2. Развивающая - продолжить развитие личностной активности обучающихся, способностей к распределению внимания, коммуникабельности, умению выражать свое отношение к теме; способствовать развитию аналитического, абстрактного и образного мышления через использование творческих заданий, развитие способности к обобщению и формулированию собственных выводов;
3. Воспитательная – формирование уважительного и ответственного отношения к природе, воспитание бережливости и осознания роли человека во взаимодействии с природой, формирование способности осознавать экологические проблемы и желание помочь природе;
4. Методическая – формирование навыков самостоятельной работы (индивидуальной, групповой), применение дифференцированного подхода к обучающимся, Применение информационно-коммуникационных технологий, применение разнообразных форм опроса (индивидуальный, фронтальный, групповой, письменный).
5. Социокультурная – привлечение интереса к проблемам окружающей среды.

Задачи урока:

А. Учебные задачи (для обучающихся):

- 1) освоить новые лексические единицы и речевые конструкции по указанной теме;
- 2) сформировать знания о модальных глаголах;
- 3) сформировать речевые навыки в ходе монологических и диалогических высказываний;
- 4) развивать самостоятельность мышления, ответственность за выполненную работу;
- 5) воспитывать умение работать в команде, ответственность за работу членов команды, за общий результат деятельности.

Б. Методические задачи (для преподавателя):

- 1) применить активные и интерактивные формы и методы обучения студентов для достижения всей группой прогнозируемых образовательных результатов;
- 2) развивать умения обучающихся четко, кратко излагать свои мысли, делать выводы и обобщения, анализировать информацию;
- 3) способствовать активному усвоению нового учебного материала студентами;
- 4) воспитывать интерес к учебной дисциплине «иностранный язык»;
- 5) формировать умение объективно оценивать свои знания (чужой ответ) и умение работать в группе;
- 6) формировать коммуникативную культуру, самостоятельность, способность войти в группу (коллектив) и внести свой вклад.

Тип урока: Обобщающий (закрепление знаний по теме), практическое занятие.

1. Общие компетенции:

Код	Наименование результата обучения
ОК 1	Понимать сущность и социальную значимость своей будущей профессии, проявлять к ней устойчивый интерес.
ОК 2	Организовывать собственную деятельность, определять методы и способы выполнения профессиональных задач, оценивать их эффективность и качество
ОК 3	Решать проблемы, оценивать риски и принимать решения в нестандартных ситуациях.
ОК 4	Осуществлять поиск, анализ и оценку информации, необходимой для постановки и решения профессиональных задач, профессионального и личностного развития.
ОК 5	Использовать информационно-коммуникационные технологии для совершенствования профессиональной деятельности.
ОК 6	Работать в коллективе и команде, обеспечивать ее сплочение, эффективно общаться с коллегами, руководством, потребителями.
ОК 7	Ставить цели, мотивировать деятельность подчиненных, организовывать и контролировать их работу с принятием на себя ответственности за результат выполнения заданий.
ОК 8	Самостоятельно определять задачи профессионального и личностного развития, заниматься самообразованием, осознанно планировать повышение квалификации.
ОК 9	Быть готовым к смене технологий в профессиональной

Код	Наименование результата обучения
	деятельности.

Средства обучения:

- 1) мультимедийный проектор – 1 шт.;
- 2) экран – 1 шт.;
- 3) презентация PowerPoint – 1 шт.
- 4) доска для написания маркерами – 1 шт.;
- 5) персональный компьютер – 10 шт.;
- 6) комплекс необходимого программного обеспечения;
- 7) Интернет ресурсы;
- 8) Раздаточный материал по дисциплине – 10 шт.
- 9) Англо-русские словари 10 шт
- 10) Видеопроектор, видеозаписи (видеоклип с песней Майкла Джексона “The Earth song”, видеоклип гр. Eurhythmics “I saved the world today”), видеозаписи для аудирования “Air Pollution, Global Warming”, мультимедийная презентация урока.

Педагогические технологии, используемые на уроке:

- игровые технологии;
- программированного обучения;
- технологии уровневой дифференциации;
- технология индивидуализации обучения;
- развивающего обучения;
- интерактивного обучения;
- эвристического обучения.

Методы обучения, реализуемые на уроке:

- диалог
- аудирование
- тестирование
- мозговой штурм

Дидактические принципы, реализуемые на уроке:

- принцип научности;

- принцип систематичности и последовательности;
- принцип связи теории с практикой;
- принцип доступности и посильности в обучении;
- принцип сознательности и активности в обучении;
- принцип прочности усвоения знаний, умений;
- принцип наглядности;
- принцип воспитания;
- принцип самоактуализации;
- принцип индивидуальности;
- принцип выбора;
- принцип творчества и успеха;

Приемы педагогической техники, используемые на уроке:

- использование системы наводящих вопросов в случаях неправильных ответов;
- повторение с контролем;
- работа с информацией;
- деление студентов на группы.

Подходы к обучению, реализуемые на уроке:

- компетентностный;
- психологический;
- рефлексивный;
- деятельностный;
- личностно-ориентированный;
- коммуникативный.

ПЛАН УРОКА

Ход занятия

Часть занятия с указанием его содержания	Продолжит
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	ельность
1. Организационный момент. Рапорт дежурного. Приветствие	1 мин
2. Проверка домашнего задания 2.1. Групповая презентация мини-проектов по темам “Deforestation”, “Acid rains”, “Greenpeace”.	15 мин
3. Мотивация учебной деятельности.	2 мин
4. Введение в тему урока. Сообщение темы и цели занятия	3 мин
5. Введение в речевую среду. 5.1. Просмотр видеоклипа М.Джексона “The Earth song” с последующим обсуждением экологических проблем, затронутых в клипе. 5.2. Мозговой штурм “Ecological dangerous tendencies”	10 мин 5 мин 5 мин
6. Актуализация опорных знаний 6.1. Упражнение на перевод названий экологических терминов. 6.2. Упражнение на соответствие эквивалентов. 6.3. Чтение текста с пропущенными словами. 6.4. Разгадывание кроссворда.	12 мин 3 мин 3 мин 3 мин 3 мин
7. Развитие навыков чтения и говорения 7.1. Тексты “Water pollution”, “Disposing of the garbage”: а) чтение текстов; б) вопросно-ответная форма опроса по содержанию текстов; в) выполнение упражнения на нахождение в тексте фраз и словосочетаний; г) выполнение упражнения с пропущенными словами	12 мин 5 мин 3 мин 2 мин 2 мин
8. Совершенствование навыков аудирования 8.1. Прослушать текст “Air pollution” с визуальной опорой, выполнить упражнение на контроль содержания прослушанного. 8.2. Прослушать текст “Global Warming”, ответить на вопросы, поставленные перед прослушиванием.	20 мин 10 мин 10 мин
5. Контроль усвоения знаний в форме тестирования	6 мин
9. Активизация грамматического материала. Подведение итогов с использованием модальных глаголов	5 мин
10. Домашнее задание Используя предложенный план, написать эссе по следующему вопросу: «Некоторые люди считают, что автомобили должны быть запрещены в центрах крупных городов». Каково ваше мнение? Согласны ли вы с этим утверждением?	2 мин
11. Заключительная часть. Подведение итогов урока	2 мин

ХОД УРОКА:

I. Организационный момент. Приветствие.

Рапорт курсанта

Teacher: Good morning, cadets and highly respected guests!. I'm very glad to see you and hope you are fine. So, let's begin our lesson.

II. Проверка домашнего задания.

Teacher: So, your homework was to make up mini-projects in groups of 4 people on the following topics "Deforestation", "Acid rains" and "Greenpeace". Let's check them up. Each group has prepared 1 question. So, the rest of you must listen attentively and in the end answer the question.

III. Мотивация учебной деятельности.

Teacher: Today we are going to discuss a very important problem, the problem which requires urgent measures from our government and from ordinary people. If you have not been asleep for the past several years, you know that the Earth is in trouble. If you look around you in the street, you'll see the pictures of garbage. If you open the newspaper, you'll read that scientists predict the Earth is getting hotter. The tropical forests are burned at an incredible rate. Environmental problems have plagued humans for a long time, but in the 1980s we understood something new: people had ruined parts of the planet before, but in the 1980s we realized we could harm the entire planet.

IV. Введение в тему урока. Сообщение темы и целей занятия.

Teacher: So, the subject of our lesson is very vivid today. Today we have the last lesson on the topic "Environmental problems". We are going to talk about the environmental problems. Look at the epigraph of our lesson. It is in the screen.

"The nation that destroys its soil destroys itself" (Franklin D. Roosevelt)

Let's translate this quotation together. «Нация, которая разрушает свою почву, разрушает себя».

What do you think about this quotation? Do you agree with it?

Student: and grazing. Without that there is no food. Without food there is no life.

Teacher: Yes, I fully agree with you.

So, what are the aims of today's lesson? How do you think?

Student 2: Today our aim is to discuss the problems of our environment and try to find some possible solutions to them.

Teacher: Very good. What else?

Student 2: To revise the vocabulary and do exercises.

Teacher: You are right. Today our main task is to discuss the problems of our environment, find possible solutions to them, revise the vocabulary, do different exercises. We must also develop skills of dialogic and monological statements, auditing, personal and group work.

V. Введение в речевую среду.

5.1. Просмотр видеоклипа М.Джексона “The Earth song”.

Teacher: Many famous people try to save our planet. Do you know any famous people who give money for Green Organization, take part in charity concerts set good examples for young people? One of these people was Michael Jackson who wrote a well-known song about the environmental problems and created a video clip. So, now I'd like to show you the fragment of this video that reflects the topic we have been discussing for several weeks.

Please, listen attentively to the song and then you'll tell me what problems the singer wants us to think about.

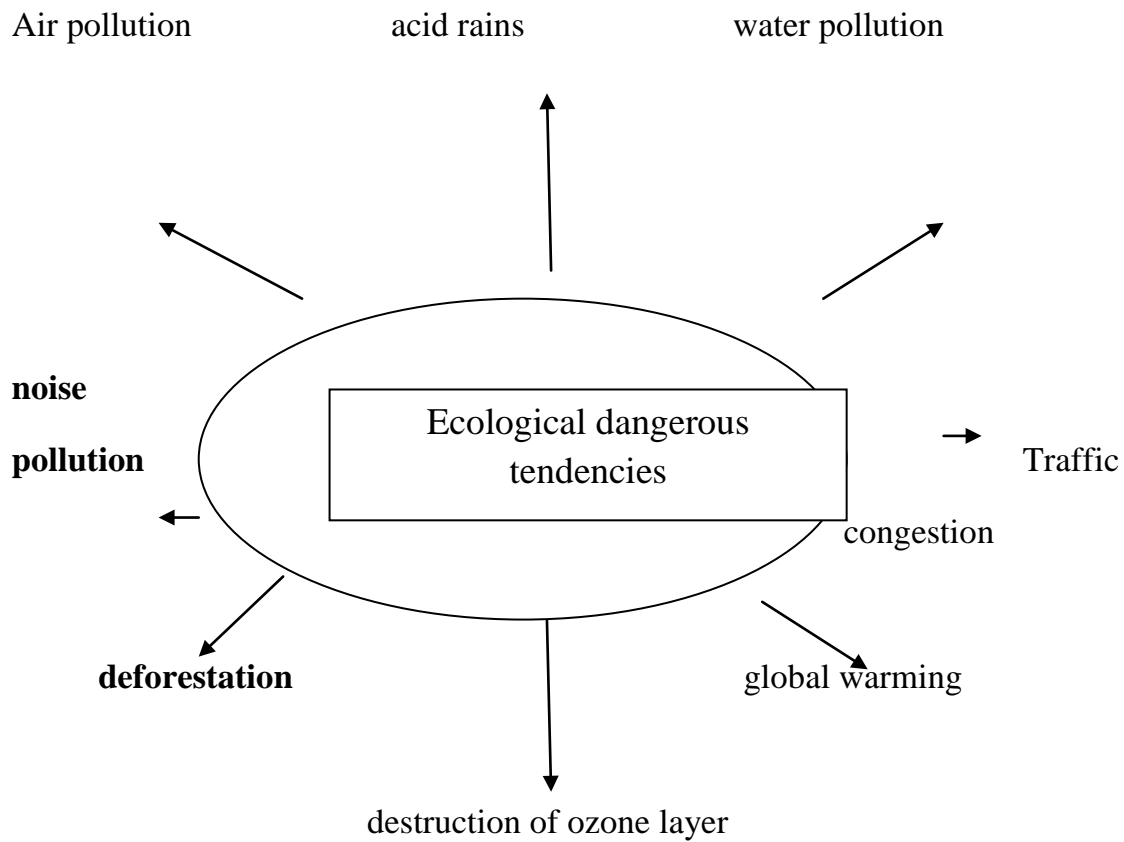
- killing fields
- empty seas
- dying animals
- suffering nature
- dying elephants
- crying whales
- deforestation
- children dying
- hurricanes
- air pollution

Teacher: So, as you see nowadays our planet is on the verge of the Global Ecologic Catastrophy. And now we are going to highlight the most dangerous tendencies that have deadly consequences for us.

Now, let's brainstorm these dangerous tendencies.

5.2. Мозговой штурм

Teacher: You see the word-web on the screen. Please, name the most vivid ecological problems we have touched on the previous lessons.



Teacher: So, good but you have missed two notions

Student: We have missed Noise pollution and Deforestation.

Teacher: Do you think these 2 points are important?

Student 1: Yes!. Because noise pollution negatively affects health and well being .

Student 2: We will have problems with hearing, loss, stress, blood pressure, sleep loss and so on.

Teacher: What about deforestation?

Student 2: As for deforestation, it alters the amount of water in soil and groundwater and moisture in the atmosphere.

Teacher: Well done, thank you. I appreciate your answers.

Teacher:

So, how do you think, should ecological education be introduced at schools?

Student 1: Yes

Teacher: Why do you think so?

Student : I think it is necessary pupils to teach how natural environments function and what people must do to save our motherland.

Teacher: You are right. Environmental education is a learning process that increases people's knowledge and awareness about the environment.

1. What do you do to keep our town clean?

Student : As for me I don't drop litter in the streets, in our school, at home.

Student : I stop people to drop litter if they do it.

Student : I don't burn litter.

Student : I don't cut down trees.

Student : We take litter with us after the rest in the forest.

Student : I put litter only into special containers.

Teacher: I see you love your native town. You take care of its streets , squares and forests around it. As you have become aware there are lots of problems, but, unfortunately, we are pressed for time to discuss them all but at least about 4 of them we will talk. Let's single them out

Water pollution, Disposing of the garbage, Global Warming and Air pollution.

But first I want to make sure you know the meaning of the words on the topic. Let's do some exercises to brush up our vocabulary.

VI. Актуализация опорных знаний

6.1. Упражнение на перевод названий экологических терминов

I. Give English equivalents to the following Russian words and word-combinations

защищать окружающую среду – to protect an environment

решать экологические проблемы – to solve environmental problems

загрязнение воздуха, воды, почвы – pollution of air, water, soil

выбрасывать тонны вредных веществ – throw out tons of hazardous substances

промышленные и ядерные отходы – industrial and nuclear wastes

отравлять моря и реки – to poison seas and rivers

использовать как свалку – to use as a dump

испытывать ядерное оружие – to test the nuclear weapon

производить много углекислотного газа – to produce a lot of carbon dioxide gas

вырубить большие территории тропических лесов – to cut down large territories of tropical woods

разрушение живой природы – destruction of wildlife

вымершие животные – extinct animals

животные, находящиеся под угрозой вымирания – animals endangered species

поддерживать партии зеленых – to support parties green

создавать парки для вымирающих видов – to create parks for endangered species

перерабатывать мусор - to recycle trash

загрязнение – pollution

браконьер – poacher

озоновый слой – ozone layer

среда обитания – habitat

биосфера – biosphere

ядерная станция – nuclear power station

переработка – recycling

глобальное потепление – global warming

вырубка леса - deforestation

6.2. Упражнение на соответствие эквивалентов

. Match the words with their definitions.

1.extinct	a. a person who kills wildlife illegally
2.pollution	b. an electricity generation station which uses radioactive fuel to drive the generators
3.ozone layer	c. no longer existing, as an animal species
4.poacher	d. the damage done to air, water or soil by the addition of harmful chemicals
5.habitat	e. the part of the Earth which contains all the living creatures
6.biosphere	f. the process of treating paper, plastic and metals so that they can be used again
7. acid rain	g. the raising of the temperature of the earth's atmosphere caused by the burning of fossil fuels and increased amount of gases such as carbon dioxide
8.nuclear power station	h. the natural environment of a plant or animal
9.endangered species	i. the act of cutting down large areas of forest
10. recycling	j. a species which is in danger of becoming extinct
11.global warming	k. rain that contains acid from industrial waste
12.deforestation	l. a layer of the chemical ozone in the earth's atmosphere that block harmful rays from the sun

6.3. ЧТЕНИЕ ТЕКСТА С ПРОПУЩЕННЫМИ СЛОВАМИ

. Choose the most suitable word for each space.

The threat to the environment.

Nowadays people are more aware that wildlife all over the world is in (1)....many (2)... of animals are threatened, and could easily become(3)... if we do not make an effort to

(4)...them. There are many reasons for this. In some cases, animals are (5)...for their fur or for other valuable parts of their bodies. Some birds, (6)...as parrots, are caught (7)... , and sold as pets. For many animals and birds, the problem is their habitat- the (8)... where they live-is (9)... More (10)...is used for farms, for houses or industry, and there are fewer open (11)...than there once were. Farmers use powerful chemicals to help them grow better (12)..., but these chemicals pollute the environment and (13) wildlife. The most successful animals on earth-human beings-will soon be the only once (14)..., unless we can (15)... this problem.

1. a) danger b) threat c) problem d) vanishing
2. a) marks b) more c) species d) forms
3. a) disappeared b) vanished c)empty d) extinct
4. a) harm b) safe c) protect d) serve
5. a) hunted b) chased c) game d) extinct
6. a) like b) such c) or d) where
7. a) lively b) alive c) for life d) for living
8. a) spot b) point c) place d)site
9. a) exhausting b) departing c)escaping d) disappearing
10. a) each b) land c) soil d) area
11. a) spaces b) air c) up d) parts
12. a) products b) fields c) herbs d) crops
13. a) spoil b) harm c)wound d)wrong
14. a) survived b) over c) missing d) left
15. A) answer b) calculate c) solve d) explain

6.4. Разгадывание кроссворда

Ozone – a form of oxygen in the upper atmosphere

Aerosol – liquid particles distributed through a gas; a spray of such liquid

Temperature – the degree of warmth or coldness

Rubbish – waste or trash

Reduce - to make something smaller or use less, resulting in a smaller amount of waste.

Packaging – a container in which something is packed

Hole – an opening or a gap, a hollow place

Recycle – to treat to extract reusable material

Effect – the power to produce result, a result, an impression

Gas - a fluid substance that can expand indefinitely

Biodegradable – capable of decaying and being absorbed harmlessly into the environment

Pollution – making foul with chemicals or waste products

Carbon – a nonmetallic element occurring as diamonds and present in all living matter

Coal – a black mineral burned as fuel

Renewable - is something that can be used over and over again with out running out and capable of being renewed or replaceable. Renewable energy such as solar energy is theoretically inexhaustible.

Save - to rescue from danger or possible harm or loss; to keep safe or unher

Teacher: It was well-done. I'm glad that you still remember the vocabulary of the topic and possess good knowledge of it.

VII. Развитие навыков чтения и говорения

Now let's pass to the next point of our lesson. We are going to read the texts and after reading we'll do some exercise to control your understanding of the content. The first text is called "Water pollution". Let's read sentence by sentence and translate it.

Water pollution

Water is necessary for life on the Earth. It is in oceans, seas, lakes and rivers. But very little water on the Earth is good for drinking because it is dirty. Some factories and companies dump chemical wastes, millions of tons of oil into the sea every year. We can only imagine how many seabirds and animals, fish, shellfish die in such water.

The Caspian Sea, the Aral Sea, Lake Baikal and other water-bodies are in danger now. It is dangerous to walk barefoot on the banks of our river Ishim and to swim in our lakes because there is a lot of garbage, broken glass, and plastic, tins, and bottles, thrown everywhere. Some people wash their cars, bicycles in our rivers and lakes.

The Aral Sea was the fourth largest lake in the world. The former sea bed is now a salt desert. It was a home to 24 species of fish. As the result of the shrinkage of the Sea a lot of fishermen lost their jobs. The dying Aral Sea has changed the climate of the region. A lot of people suffer from different diseases.

1. Answer the questions:

1. Why is water bad for drinking nowadays?
2. What water-bodies are in danger now?
3. Why is it dangerous to walk barefoot on the banks of our rivers?
4. What happened to the Aral sea?

2. What is the English for:

1. химические отходы
2. грязный
3. ходить босиком
4. пустыня
5. сокращение, сжатие
6. рыбаки

3. Fill in the blanks

1. Water is --- for life on the Earth.
2. Some plants and companies --- into the water.
3. A lot of fish --- in dirty and polluted water.
4. 24 species of fish disappeared because of ---- of the Aral Sea.
5. The Aral Sea was --- largest sea in the world.
6. You can hurt yourself when you walk --- on the banks of our rivers.

Now, let's read one more text. We'll do it the following way. One cadet reads the sentence, the next one translates it and reads the next sentence and so on.

Disposing of the garbage

Disposing the garbage we produce every day is a major problem. Finding land for new landfills is becoming more difficult nowadays. But there are 3 R's: reduce, reuse and recycle. Energy, water, glass bottles, newspapers, plastic, cans, tins can be reduced, reused and recycled.

In some families kitchen and garden trash is easily burnt. The old furniture, clothing and other useful things are cleaned, repaired or given away to people who need them. Some people can make wonderful vases of plastic bottles, cans and painted paper. It helps to save energy, money and to protect the environment and our precious natural resources. We should build factories for utilizing solid wastes.

Everything is connected in the world and we can save the planet from the ecological crisis only acting all together.

1. What is the Russian for:

1. dispose
2. garbage
3. recycle
4. major
5. reduce

6. trash
7. burn

2. Complete the sentences using the right word.

1. Environmental protection is a --- problem.
A) easy B) major C) pleasant
2. Old newspapers, empty glass bottles, plastic can be ---.
A) protected B) recycled C) filled
3. --- of the garbage saves energy and mineral resources.
A) Using B) Disposing C) Throwing
4. Kitchen and garden --- can be burnt.
A) equipment B) furniture C) trash

Подведение итогов

VIII. Совершенствование навыков аудирования

Teacher: And now we'll pass to the most difficult task among all we've already done. You will listen to some texts for a couple of times and also do the exercises. You must be very attentive in listening.

The first text is called "Air pollution". You'll see the video with the subtitles. First I will read the text to you, then you will watch it by yourself and after that we'll check whether you understood it or not.

Просмотр видео 1

Exercise:

1. The USA is responsible for.....	they rarely use the color blue
2. 33% of Chinese people live in such polluted cities that.....	a total of 1.030 nuclear tests
3. In Asia the pollution and smog is so thick that	the air they breathe is equivalent to smoking 2 packs of cigarettes per day
4. Teachers in Mexico City say when children draw the sky	3.5 million by the time of the 2008 Olympics
5. Globally an estimated 200,000 to 570,000 people die each year from	the world's air pollution
6. Cars are responsible for 40%-90% of.....	30,3% of the world's gas emissions
7. Last year 1000 new cars hit Beijing's road every day, bringing the total to 2.6 million. That figure is expected to top	the deaths of 50000 newborns each year

8. In China's 14 largest cities air pollution is responsible for	ambient air pollution
9. From 1945-1992 the United States conducted	some nights you can't see the stars

Teacher: Well, you managed to fulfill the exercise but this text was not difficult, I think..Now you'll watch one more video called "Global warming" and it will be the most difficult one. But before watching and listening I want to give you a task with questions.. While watching the video you are to find answers to these questions and then we'll check them.

1. What is the reason of the global warming?
2. What are possible consequences of global warming?
3. What can people do to reduce the impact of global warming?

Просмотр видео 2

ОТВЕТЫ:

1 вопрос

Cadet: It is a human factor.

Teacher: Good. What else can you say?

Cadet: Factories. Power plants, cars burn oil, gas and release it into the atmosphere.

Teacher: Yes, you are very close to the right answer. The fact is the really factories and cars burn fossil fuels such as oil, gas, coal and release them into the atmosphere where these gases trap near the earth and this process is called the greenhouse effect.

2 вопрос

Cadet: the temperature will rise very high.

Cadet: sea level will rise.

Teacher: Absolutely, and what is more – it will flood coastal areas around the world.

What else did you hear?

Cadet: we will have hurricanes often.

Cadet: animals will die.

Teacher: Correct. Animals will not be able to adapt to the changing conditions and will face extinction.

3 вопрос

НИКТО НЕ МОЖЕТ ОТВЕТИТЬ

Teacher: I understand that the text is too difficult for you. You've managed to hear the answers to the first two questions. So the answer to this question is - many organizations advocate cutting greenhouse gas emissions to reduce the impact of global warming. Consumers can help by saving energy around the house, switching to compact light bulbs and driving fewer miles in the car each week. These simple changes may help keep the earth cooler in the future.

Подведение итогов

IX. Активизация грамматического материала. Подведение итогов с использованием модальных глаголов.

Модальный глагол **Should** используется для выражения долженствования в форме рекомендации.

Пример

You should visit a doctor. — Вы должны (вам следует) сходить к врачу.

Should — не такой «жесткий» глагол, как **must**. В отличие от **must**, он оставляет возможность выбора.

1. Рекомендация, совет, мнение о том, что необходимо сделать.

Пример

You look bad, so you should take a medicine. — Вы плохо выглядите, вам нужно принять [лекарство](#).

Здесь **should** выражает совет, рекомендацию.

I think you should work hard. — Я думаю, что вы должны упорно работать.

Should часто используется наряду с фразами типа **I think**.

2. Ожидание того, что должно произойти

Пример

It should rain tonight. — Вечером должен пойти дождь.

Мы ожидаем, что вечером пойдет дождь. Должно быть, так и будет!

And now, using this modal verb you must tell me on e by one what we should do to save our Planet. Think a little bit first and write it down if it is necessary.

- **Cadet 1:** we should plant trees;
- **Cadet 2:** we should clean rivers and forests;
- **Cadet 3:** we should clean their cities and towns,
- **Cadet 4:** we should save and take care of animals,

- **Cadet 5:** we should sort and recycle rubbish.
- **Cadet 6:** we should invent new types of cars, find out ways to make cool burn more clearly
- **Cadet 7:** we should take part in the environmental actions.
- **Cadet 8:** we should clean streets and yards regularly, use less packaging, build recycling factories and recycle wastes.
- **Cadet 9:** we should make bird-houses
- **Cadet 10:** we should save water, energy, gas
- **Cadet 11:** we should take care of plants in our college yard
- **Cadet 12:** we should reuse plastic bottles
- **Cadet 13:** we should feed birds during winter

Teacher: I am very satisfied with your answers and now I am sure that you really know what you should do to keep our Earth safe and clean. I want more people to be so ecologically aware like you are.

X. Контроль усвоения знаний в форме тестирования

Teacher: And now I want to suggest you to answer some questions in a form of a test and we will check after that how environmentally aware you are. I will tell you the results. While working at the test I will switch you on the song called “I saved the world today”. This song was written to support some international organizations such as Amnesty International and Greenpeace.

It was recorded by the British pop music band Eurythmics.

Курсанты слушают музыку и выполняют тест

How environmentally aware are you?

1. What does your family do with empty bottles?
 - A) Take them to a recycling bin
 - B) Return them to the supermarket
 - C) Throw them in the rubbish bin
2. When you buy one or two items at the supermarket, you
 - A) Take a plastic carrier bag.
 - B) Reuse an old plastic carrier bag.
 - C) Use your own bag.
3. How often do you choose products which contain recycled materials?
 - A) Always
 - B) never

C) sometimes

4. If you were asked to contribute to a Save the Animals project, you would

A) give generously.

B) give a small amount.

C) refuse to give anything.

5. A local beach has been polluted with oil. You

A) donate money for the clean-up project.

B) do nothing.

C) volunteer to help with the clean-up project.

6. You eat a chocolate bar in the street. What do you do with the wrapper?

A) drop it on the pavement

B) put it in a litter bin

C) save it for recycling

7. When you buy paper products, you

A) buy whatever is cheapest.

B) try to purchase recycled paper.

C) purchase recycled paper as long as it doesn't cost more.

8. When you clean your teeth, you

A) Turn the tap on only when you need water.

B) leave the tap running until you have finished.

C) only use one glass of water.

1. A 3 B 2 C 0

2. A 0 B 2 C 3

3. A 3 B 0 C 2

4. A 3 B 2 C 0

5. A 2 B 0 C 3

6. A 0 B 2 C 3

7. A 0 B 3 C 2

8. A 2 B 0 C 3

18-24

Keep up the good work! You are doing your part to protect the environment.

13-17

There is some room for improvement. Change your habits and soon you will be green.

0-12

You are part of the problem. You should try to become part of the solution.

XI. Домашнее задание:

Your home task is on the screen. Comment on the following statement.

Some people think that cars should be banned from the centers of big cities. What is your opinion? Do you agree with this statement?

Write an essay. (200-250 words)

Use the following the plan.

1. Make an introduction (state the problem)
2. Express your personal opinion and give 2-3 reasons for it
3. Express an opposing opinion and give 1-2 reasons for it
4. Explain why you don't agree with it
5. Make a conclusion restating your opinion

XII. Подведение итогов урока.

Teacher: The topic of our today's conversation was very serious. There are a lot of problems but, unfortunately, we don't have enough time to discuss all of them.

Today environmental issues are much spoken and written about on TV, radio and in the newspapers. Fortunately, it's not too late to solve these problems. If we take actions now, there might be some hope for the future. Together we can save the planet and all of us with it. If we want to survive, we must do our best to solve these problems. It is important to join our efforts in the struggle for survival. We are responsible for preserving our planet for future generations. The life of future generations depends on our attitude towards environment and the way each of us treats nature.

We'll have to stop now. That's all for today. I'd like to thank you for good work at the lesson. All of you worked very well. I give excellent marks to..., good- to :, etc. I wish you good luck.

The lesson is over. See you later. Goodbye!

ПРИЛОЖЕНИЕ А

Список слов и фраз для перевода и заучивания

защищать окружающую среду – to protect an environment

решать экологические проблемы – to solve environmental problems

загрязнение воздуха, воды, почвы – pollution of air, water, soil

выбрасывать тонны вредных веществ – throw out tons of hazardous substances

промышленные и ядерные отходы – industrial and nuclear wastes

отравлять моря и реки – to poison seas and rivers

использовать как свалку – to use as a dump

испытывать ядерное оружие – to test the nuclear weapon

производить много углекислотного газа – to produce a lot of carbon dioxide gas

вырубить большие территории тропических лесов – to cut down large territories of tropical woods

разрушение живой природы – destruction of wildlife

вымершие животные – extinct animals

животные, находящиеся под угрозой вымирания – animals endangered species

поддерживать партии зеленых – to support parties green

создавать парки для вымирающих видов – to create parks for endangered species

перерабатывать мусор - to recycle trash

загрязнение – pollution

браконьер – poacher

озоновый слой – ozone layer

среда обитания – habitat

биосфера – biosphere

ядерная станция – nuclear power station

переработка – recycling

глобальное потепление – global warming

вырубка леса - deforestation

ПРИЛОЖЕНИЕ В

Match the words with their definitions.

Упражнение на соответствие эквивалентов

1.extinct	a. a person who kills wildlife illegally
2.pollution	b. an electricity generation station which uses radioactive fuel to drive the generators
3.ozone layer	c. no longer existing, as an animal species
4.poacher	d. the damage done to air, water or soil by the addition of harmful chemicals
5.habitat	e. the part of the Earth which contains all the living creatures
6.biosphere	f. the process of treating paper, plastic and metals so that they can be used again
7. acid rain	g. the raising of the temperature of the earth's atmosphere caused by the burning of fossil fuels and increased amount of gases such as carbon dioxide
8.nuclear power station	h. the natural environment of a plant or animal
9.endangered	i. the act of cutting down large areas of forest

species	
10. recycling	j. a species which is in danger of becoming extinct
11.global warming	k. rain that contains acid from industrial waste
12.deforestation	l. a layer of the chemical ozone in the earth's atmosphere that block harmful rays from the sun

ПРИЛОЖЕНИЕ С

Выполнение упражнения с пропущенными словами

The threat to the environment.

Nowadays people are more aware that wildlife all over the world is in (1)....many (2)... of animals are threatened, and could easily become(3)... if we do not make an effort to (4)...them. There are many reasons for this. In some cases, animals are (5)...for their fur or for other valuable parts of their bodies. Some birds, (6)...as parrots, are caught (7)... , and sold as pets. For many animals and birds, the problem is their habitat- the (8)... where they live-is (9)... More (10)...is used for farms, for houses or industry, and there are fewer open (11)...than there once were. Farmers use powerful chemicals to help them grow better (12)..., but these chemicals pollute the environment and (13) wildlife. The most successful animals on earth-human beings-will soon be the only once (14)..., unless we can (15)... this problem.

16. a) danger b) threat c) problem d) vanishing
17. a) marks b) more c) species d) forms
18. a) disappeared b) vanished c)empty d) extinct
19. a) harm b) safe c) protect d) serve
20. a) hunted b) chased c) game d) extinct
21. a) like b) such c) or d) where
22. a) lively b) alive c) for life d) for living
23. a) spot b) point c) place d)site
24. a) exhausting b) departing c)escaping d) disappearing
25. a) each b) land c) soil d) area

26. a) spaces b) air c) up d) parts
27. a) products b) fields c) herbs d) crops
28. a) spoil b) harm c)wound d)wrong
29. a) survived b) over c) missing d) left
30. A) answer b) calculate c) solve d) explain

ПРИЛОЖЕНИЕ D

Выполнение упражнения на нахождение в тексте фраз и словосочетаний;

выполнение упражнения с пропущенными словами

Water pollution

Water is necessary for life on the Earth. It is in oceans, seas, lakes and rivers. But very little water on the Earth is good for drinking because it is dirty. Some factories and companies dump chemical wastes, millions of tons of oil into the sea every year. We can only imagine how many seabirds and animals, fish, shellfish die in such water.

The Caspian Sea, the Aral Sea, Lake Baikal and other water-bodies are in danger now. It is dangerous to walk barefoot on the banks of our river Ishim and to swim in our lakes because there is a lot of garbage, broken glass, and plastic, tins, and bottles, thrown everywhere. Some people wash their cars, bicycles in our rivers and lakes.

The Aral Sea was the fourth largest lake in the world. The former sea bed is now a salt desert. It was a home to 24 species of fish. As the result of the shrinkage of the Sea a lot of fishermen lost their jobs. The dying Aral Sea has changed the climate of the region. A lot of people suffer from different diseases.

4. Answer the questions:

5. Why is water bad for drinking nowadays?
6. What water-bodies are in danger now?
7. Why is it dangerous to walk barefoot on the banks of our rivers?
8. What happened to the Aral sea?

5. What is the English for:

7. химические отходы
8. грязный
9. ходить босяком
10. пустыня
11. сокращение, сжатие
12. рыбаки

6. Fill in the blanks

7. Water is --- for life on the Earth.
8. Some plants and companies --- into the water.

9. A lot of fish --- in dirty and polluted water.
10. 24 species of fish disappeared because of ---- of the Aral Sea.
11. The Aral Sea was --- largest sea in the world.
12. You can hurt yourself when you walk --- on the banks of our rivers.

Disposing of the garbage

Disposing the garbage we produce every day is a major problem. Finding land for new landfills is becoming more difficult nowadays. But there are 3 R's: reduce, reuse and recycle. Energy, water, glass bottles, newspapers, plastic, cans, tins can be reduced, reused and recycled.

In some families kitchen and garden trash is easily burnt. The old furniture, clothing and other useful things are cleaned, repaired or given away to people who need them. Some people can make wonderful vases of plastic bottles, cans and painted paper. It helps to save energy, money and to protect the environment and our precious natural resources. We should build factories for utilizing solid wastes.

Everything is connected in the world and we can save the planet from the ecological crisis only acting all together.

3. What is the Russian for:

8. dispose
9. garbage
10. recycle
11. major
12. reduce
13. trash
14. burn

4. Complete the sentences using the right word.

5. Environmental protection is a --- problem.
A) easy B) major C) pleasant
6. Old newspapers, empty glass bottles, plastic can be ---.
A) protected B) recycled C) filled
7. --- of the garbage saves energy and mineral resources.
A) Using B) Disposing C) Throwing
8. Kitchen and garden --- can be burnt.
A) equipment B) furniture C) trash

ПРИЛОЖЕНИЕ Е

Упражнения на аудирование с визуальной опорой.

Exercise:

10. The USA is responsible for.....	they rarely use the color blue
11. 33% of Chinese people live in such polluted cities that.....	a total of 1.030 nuclear tests
12. In Asia the pollution and smog is so thick that	the air they breathe is equivalent to smoking 2 packs of cigarettes per day
13. Teachers in Mexico City say when children draw the sky	3.5 million by the time of the 2008 Olympics
14. Globally an estimated 200,000 to 570,000 people die each year from	the world's air pollution
15. Cars are responsible for 40%-90% of.....	30,3% of the world's gas emissions
16. Last year 1000 new cars hit Beijing's road every day, bringing the total to 2.6 million. That figure is expected to top	the deaths of 50000 newborns each year
17. In China's 14 largest cities air pollution is responsible for	ambient air pollution
18. From 1945-1992 the United States conducted	some nights you can't see the stars

ПРИЛОЖЕНИЕ F

Упражнение на усвоение знаний в форме тестирования

How environmentally aware are you?

1. What does your family do with empty bottles?

- A) Take them to a recycling bin
- B) Return them to the supermarket
- C) Throw them in the rubbish bin

2. When you buy one or two items at the supermarket, you

- A) Take a plastic carrier bag.
- B) Reuse an old plastic carrier bag.
- C) Use your own bag.

3. How often do you choose products which contain recycled materials?
- A) Always
 - B) never
 - C) sometimes
4. If you were asked to contribute to a Save the Animals project, you would
- A) give generously.
 - B) give a small amount.
 - C) refuse to give anything.
5. A local beach has been polluted with oil. You
- A) donate money for the clean-up project.
 - B) do nothing.
 - C) volunteer to help with the clean-up project.
6. You eat a chocolate bar in the street. What do you do with the wrapper?
- A) drop it on the pavement
 - B) put it in a litter bin
 - C) save it for recycling
7. When you buy paper products, you
- A) buy whatever is cheapest.
 - B) try to purchase recycled paper.
 - C) purchase recycled paper as long as it doesn't cost more.
8. When you clean your teeth, you
- A) Turn the tap on only when you need water.
 - B) leave the tap running until you have finished.
 - C) only use one glass of water.