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**МЕТОДИЧЕСКАЯ РАЗРАБОТКА УРОКА**

**Для студентов 1 курса**

**по дисциплине Иностранный язык**

**Тема «Парниковый эффект. Проблемы глобального потепления»**

**КОНСПЕКТ ЗАНЯТИЯ**

**Тема урока:** *Парниковый эффект. Проблемы глобального потепления*

**Цели урока:**

- *обучающая:* активизация лексики, закрепление грамматических навыков, формирование и развитие коммуникативной компетенции учащихся;

- *развивающая:* развитие личностной активности учащихся, познавательного интереса, познавательных способностей (речь, память, внимание, воображение), мышления (способности анализировать, обобщать), навыков работы с электронными ресурсами;

- *воспитательная:* формирование экологической грамотности, чувства любви к природе и ответственности за ее сохранение, формирование потребности и способности к сотрудничеству и взаимопомощи при работе в группе.

- социокультурная - систематизация знаний по охране природы.

**Задачи:**

-практиковать языковые навыки;

-обобщить речевые образцы и новые слова по теме;

-тренироваться в употреблении языковых структур, в аудировании;

-познакомиться с целями и задачами международных экологических организаций;

**Сопутствующая задача:**

-скрытый контроль уровня сформированности речевых умений.

**Образовательные технологии:** Проектный метод обучения;обучение в сотрудничестве (групповая работа);здоровье сберегающие технологии.

**Вид урока:** практическое занятие;

**Оборудование:** слайдовая презентация, картинки по теме, мультимедийное оборудование.

**Межпредметные связи**: Экология, Основы природопользования

**Литература:**

1. А.П. Голубев, А.П. Коржавый, И.Б. Смирнова Английский язык для технических специальностей. Москва. Издательский центр «Академия» 2013

2. И.П. Агабекян «Английский язык» - Ростов н/Д: Феникс, 2011.

**ХОД ЗАНЯТИЯ**

**1. Организационный момент**

Проверка готовности к занятию. Постановка задач.

Good afternoon. Our lesson is about “Eco problems” You have to discuss these problems and show what way we can help. At the end of the lesson you should answer the question: Can you help to save the planet?

**2. Разминка - речевая зарядка.**

**Активная лексика урока:**

Natural riches**,** to increase, harmful interference, industrial enterprises, substances, suffer, rare, to dry up, pollution, destruction, ozone layer, attitude, universal concern.

 **3. Введение в речевую среду. Совершенствование навыков аудирования.**

**Ответьте на вопросы:**

1**.** What is the main reason of ecological problem?

2. What are the main ecological problems?

3. Why should the ecological problems be a universal concern?

4. What steps are taken to fight ecological problems?

**4**.**Развитие навыков чтения текста с извлечением необходимой информации.**

Let’s discuss the problem. You are to divide into 3 groups. You are given a text called Global Warming. Read it in groups for 4 minutes. You don’t have to translate the text but read it for gist.

Раздать текст **Global Warming**. (Приложение 2)

**Global Warming**

 Global Warming is an increase in the earth’s temperature due to the use of fossil fuels and other industrial processes leading to a build-up of “greenhouse gases” (carbon dioxide, methane, nitrous oxide) in the atmosphere. It has been known since 1896 that carbon dioxide helps stop the sun’s infrared radiation from escaping into space and thus functions to maintain the Earth’s relatively warm temperature (this is called the greenhouse effect). The question is whether the increasing levels of carbon dioxide in the atmosphere will lead to elevated global temperatures, which could result major climatic changes, and have serious problems for agricultural productivity.

 Since 1850 there has been a mean rise in global temperature of approximately 1°C(1.8ºF), but this rise could just be of natural fluctuation. Such fluctuations have been recorded for tens of thousands of years.

 The potential consequences of global warming are so great that many of the world’s top scientists have urged immediate action, and have called for international cooperation on the problem.

**5. Let’s discuss the text:**

1. What did the scientists discover in the 1980th? (They found out that the average temperature of the Earth's surface was slowly rising)
2. What are the causes of Global Warming? (people started using more and more energy in the form of fossil fuels, like oil, gas and coal)
3. What is let into the atmosphere while burning the fossil fuels? (carbon dioxide, greenhouse gases)
4. What kinds of natural disasters can be caused by global Warming? (Floods, droughts and damaging storms could be the result)
5. What are the possible solutions of the problem? (carpools, using public transport, saving energy, hybrid cars, using alternative energy)

**6. Now turn your text paper and brainstorm your own ideas how to fight Global Warming using the ideas from text and your own experience.** Fill in the table using the mind-map (ученики заполняют mind map, используя cluster-method – метод систематизации материала: ключевое слово – ассоциации – ассоциации ассоциирующиеся с ассоциациями) Work out 1 group idea – how to fight Global Warming? (Приложение 3)

1. to pollute the environment a) сокращать загрязнение

2. to damage trees b) охранять природу

3. to disturb wild animals c) обижать животных

4. to throw away litter d) беспокоить диких животных

5. to protect nature e) повреждать деревья

6. to reduce pollution f) загрязнять окружающую среду

7. to hurt animals g) выбрасывать мусор

8. Garbage h) сажать деревья

9. tо cut down baby trees i) перерабатывать макулатуру

10.to reuse bottles j) использовать бутылки заново

11. to recycle waste paper k) рубить молодые деревца

12. to plant trees l) мусор

**Fill in the gaps:**

Throw, protect, water, sea, plants, wildlife,

 There are a lot of factories and\_\_\_\_\_\_\_ in my city. They\_\_\_\_\_\_\_\_\_ a lot of

chemicals into the air and into the\_\_\_\_\_\_\_ . They poison water into the

\_\_\_\_\_\_ . Fish can't live in it.\_\_\_\_\_\_\_\_ is destroyed. We must\_\_\_\_\_\_\_ nature

as we can.

**7. Read the text and choose the right option to complete the sentences.**

**Can we refreeze the Arctic?**

**This Scientist certainly thinks so.**

 Thanks to global warming, the ice in the Arctic Ocean is today about half of what it was in the 1980’s. And the situation can only get worse. Governments can’t agree about how to solve the problem. There is one scientist who is ready with a radical solution – to use modern technology to repair the damage.

 Harvard University’s Professor David Keith has published two papers on the subject. His idea is to inject reflective particles (ввести отражающие частицы) into areas close to the Arctic ice caps, so that less of the sun’s heat would be absorbed. So temperature will be lower and it will help some of the Arctic water to refreeze. The best part is, it could all be done without cutting back greenhouse gases created by people.

 Why aren’t governments all over the world working to give this new idea a try? Because this kind of open air experiments has never happened before. Nobody knows what the side effects will be. It could all work out fine or lead to something totally disastrous like collapsing (разрушение) the remaining ice sheets or worse, cause a massive drought (засуха). The United Nations Convention on Biological Diversity has a permanent ban (запрет) on any human attempt to try to change nature.

 Even Professor Keith agrees with that. That is why he is just presenting the idea in his research papers. Hopefully, we will be able to avoid these kinds of experimental solutions and stop global warming if we simply change the way we lead our day-to-day lives.

1. The ice in the Arctic Ocean is today \_\_\_\_\_\_\_\_.
2. The same it was in the 1980’s
3. Twice bigger than it was in the 1980’s
4. Twice smaller than it was in the 1980’s
5. The situation can \_\_\_\_\_\_\_\_.
6. Become clear
7. Become more problematic
8. Change for the better
9. Governments can’t \_\_\_\_\_ how to solve the problem.
10. Come to an agreement
11. Find out
12. Find money to investigate
13. American Professor David Keith proposed the method of sea ice in the Arctic Ocean.
14. Breaking
15. Reconstructing
16. Melting
17. Keith’s idea is that the Arctic water will refreeze if \_\_\_\_\_.
18. People stop producing greenhouse effect
19. People stop research of the Arctic Ice Caps
20. The sun’s heat is not so strong
21. The government of different countries don’t start realizing Keith’s idea because \_\_\_\_\_.
22. It can result in some unexpected dangerous effects
23. It is very expensive
24. It is out of date

 7. United Nations Convention on Biological Diversity \_\_\_\_ all human attempts to try to change nature.

 a) organizes

 b) approves of

 c) forbids

 8. We can change the situation of global warming if we \_\_\_\_.

 a) carry out more experiments on subject

 b) be more responsible to our environment in our everyday life

 c) invest more money to environmental projects

**8. Активизация навыков работы в группах (Проектная работа)**

Very good! So what can Green Peace organization do to help people fight the problem? We should bring this important information to the nations. In order to do it each group has to complete its personal task:

1. Make a computer presentation of National parks in Russia.
2. Make a computer presentation of National parks in Britain.
3. Make a computer presentation of National parks in USA.

Темы проектов были розданы заранее группам учащихся. Каждая группа представляет свой проект.

**9. Активизация монологического высказывания на основе наглядного материала.**

You’ve got 15 minutes for the task, use the materials given to your group and present your task.

Через 10-15 минут – choose a member of your group to present your work. Time for presentation – 1,5 minute. Презентации групп. (Приложение 2)



**10. Итоги**

What have we learnt today? (We have learnt about global warming and the way of its solution)

What have we done today? (We have watched the video, read the text, do exercises, made presentations)

**11. Домашнее задание**

Find some information about air pollution



**12. Выставление оценок**