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КОНСПЕКТ УРОКА ПО ТЕМЕ "POLLUTION" ДЛЯ 10-11 КЛАССА

Цели урока:

Обучающие: ознакомление учащихся с лексико-семантическим полем по теме "Pollution"; совершенствование навыков монологической и письменной речи.

Развивающие: продолжить развитие памяти, речевых и письменных умений, умений работать самостоятельно и в группе; развитие языковой догадки

Воспитательные: воспитание гуманного и бережливого отношения к окружающему миру и природе

Оборудование: компьютер, проектор, интерактивная доска

Ход урока:

1. Речевая зарядка (5 минут)



Учитель: Hello, children! Today we'll speak about one of the most important topics in contemporary society. Have you ever heard the word "pollution"? What does it mean? What associations do you have when you hear this word? Let's draw a spider-web in your notebooks and write down your ideas. I'll write them on the blackboard.

(Учащиеся высказывают и записывают в тетрадях их ассоциации по теме «Загрязнение окружающей среды», учитель записывает их варианты на доске)

2. Совершенствование навыков чтения, письменной речи, развитие монологической речи (15 минут)

Teacher: To begin with, you have to read the text called "Environmental pollution". Look at the blackboard and read new words. What do they mean?

Teacher: I'll give you 5 minutes to read the text then we'll discuss it. Read attentively, please!

environmental pollution - загрязнение окружающей среды

uncrowded - слабонаселенный

crowded - густонаселенный

rural - сельскохозяйственный

pollution-causing - вызывающий загрязнение

pollutants — отходы

invention — изобретение



soil — грунт, почва

existence — существование

goods — товары

fertilizer — удобрение

pesticide — пестицид

crops — сельскохозяйственные культуры

to ruin — портить

to reduce — уменьшить

gradually — постепенно

to pass a law — принять закон

enterprise — предприятие

to take measures — принять меры

to persuade — убедить

Environmental Pollution

People have always polluted their surroundings. But pollution was not such a serious problem in the past. People lived in uncrowded rural areas and did not have pollution-causing machines. With the development of the crowded industrial cities which put huge amounts of pollutants into small areas, the problem has become more important.



Automobiles and other new inventions make pollution steadily worse. Since the late 1960's people have become alarmed with the danger of pollution. Air, water, and soil are necessary for existence of all living beings. But polluted air can cause illness, and even death. Polluted water kills fish and other marine life. On polluted soil, food cannot be grown. In addition to that, environmental pollution spoils the natural beauty of our planet.

Despite the fact that cars are polluting the air, they provide transportation for people. Factories pollute air and water but they provide jobs for people and produce necessary goods. Fertilizers and pesticides are important for growing crops but they can ruin soil. Thus, people have to stop using many useful things if they want to end pollution immediately.

Scientists and engineers can find the ways to reduce pollution from automobiles and factories. Government can pass the laws that would make enterprises take measures for reducing the pollution. Individuals and groups of people can work together to persuade enterprises to stop polluting activities.

3. Совершенствование навыков аудирования (15 минут)

Teacher: Now we'll watch and then discuss a video about air pollution (<http://www.youtube.com/watch?v=UtdKRvWC1yQ>). I'll give you hand-outs with the tasks which you have to fulfill while listening. Let's have a look at them. Is everything clear to you? The first task is to fill the gaps with the missing words and word combinations. The second task is to state whether the sentences are true or false. Try to do them simultaneously.

(Учащиеся просматривают видео)



Teacher: Now I'll give you a minute to finish your work, after that we'll check what you have done and discuss the video.

(Во время просмотра видео учащиеся выполняют оба задания одновременно. В случае если учащие не успевают завершить второе задание, после просмотра видео и проверки первого задания, учащиеся могут выполнить второе задание с помощью учителя).

Task №1. Fill the gaps with the missing words and word combinations.

1. Every year 12 years old Jordan has his lungs checked. He has _____.
2. Air pollution is not just an _____, it's a killer. Automobiles contribute to death as many as _____ people a year.
3. _____ are major contributors of toxic chemicals to our environment.
4. Sometimes you can see _____ pollution in the air. Because we can see it, we understand that this type of pollution is bad for us.
5. Another half of pollution caused by fossil fuel emissions comes from _____ buses and the construction industry.
6. _____ is a major pollution source in and around cities, in rural areas – _____ is a major concern.
7. David and Rosemary moved from the city to be close to _____.
8. Rosemary and her husband formed Sunshine Clean Air Society to _____ their neighbors about the health hazards of _____ and smoke inhalation.
9. _____ hang in the air for days. They carry toxins such as _____ and gasoline.



10. Larger particulates are called_____. Very small particulates are called_____ and they are even more dangerous because they _____into the deepest parts of the lung.

11. Rosemary says that technology alone can't clean up the environment alone, it takes _____.

Task №2. Write whether the sentences are true or false.

1. Jordan has asthma and he doesn't need any medicine to make it easier to breathe.

2. Many people are hospitalized because of the consequences of air pollution.

3. Turning off a car while waiting longer than ten seconds can have influence air quality.

4. Visible pollution has a great harm but what we can't see (particulates) is not dangerous for people.

5. Small engines are as dangerous as cars because they are major pollutants too.

6. In the countryside people are protected from air pollution.

7. Rosemary has smoked all her life and as a result she has asthma.

8. Rosemary needs some oxygen supply at home because he has had breathing problems for decades.

9. Particulates are big particles that hang in the air and can be visible.

10. Hybrid cars and bio diesel fuel are created to reduce the air pollution.

Teacher: 1) What is your opinion about air pollution? Do we suffer from it in our city?



2) What do you think what measures can you personally undertake to reduce pollution in our area?

(Учащиеся отвечают на вопросы учителя и записывают интересные ответы одноклассников в тетрадях)

Teacher: Let's summarize what we have already said. Work in small groups and make a list of things that we can do to prevent pollution and reduce it in our area. Choose a leader in your group who will present your results to the class.

(Учащиеся работают в малых группах, выбирают наиболее понравившиеся им варианты ответов одноклассников и составляют свой собственный лист мероприятий по борьбе с загрязнением окружающей среды в их поселке\городе. По окончании отведенного учителем времени, учащиеся выбирают того, кто будет озвучивать их идеи классу)

Teacher: During the next class we'll continue our discussion and talk about water pollution. At home you have to learn the new words and write an opinion essay where you have to express your view about air pollution. Write at least 10 sentences. Please, write an essay on a separate sheet of paper and bring it to the next class. The lesson is over for today. Thank you for your participation. Bye!

(В качестве домашнего задания учащимся предлагается написать эссе по теме "Air pollution", где им необходимо выразить свое собственное отношение к данной проблеме).



Список используемой литературы:

1. <http://www.dinternal.com.ua/topics/environment-pollution/> [эл. ресурс]
2. <http://www.youtube.com/watch?v=UtdKRvWC1yQ>). [эл. ресурс]

