

Занятие 1

Тема: Наука, ученые и их открытия

Цели: ознакомить и активизировать употребление ЛЕ по теме;
развивать навыки и умения чтения с целью общего понимания содержания;
повторить правила образования слов при помощи суффиксов –ist, -ian, -er;
мотивировать студентов выражать свою точку зрения по теме занятия;
развивать и расширять общеобразовательный кругозор студентов;
воспитывать интерес к достижениям науки и техники.

Оборудование: учебники, презентация «Science, scientists, discoveries».

Ход занятия

I. Организационный момент

Речевая зарядка

T: Good morning, students. I'm glad to see you in a good mood.

Do you like science lessons?

Which is your favourite scientific subject – biology, chemistry or physics?

Would you like to do more science experiments ?

Do you know any scientists? – Yes, we know.

Can you name them? – Yes, we can. They are I. Newton, D. Mendeleev, A. Einstein, M. Lomonossow, Marie and Pierre Curie, S. Korolyov, A. Nobel.

II. Основная часть занятия

T: The topic of our today's lesson is "Science, scientists, discoveries". We are going to speak about different branches of science and scientists, about inventors and their inventions. It is difficult to imagine our life without discoveries and inventions. Everything has been done to make our life happier and more comfortable.

1. Лексическое упражнение

Using a table say what branches of science study the following:

Chemistry	studies	how elements combine and react.
Biology		space, planets, stars, etc.
Astronomy		living things.
Genetics		fundamental forces, light, heat.
Physics		the habits classification of animals.

Zoology		inherited characteristics.
Botany		past as it is described in written
Mathematics		documents.
Linguistics		plants.
History		quantity (numbers), structure,
		structure, space, change.
		language, language form, language
		meaning and language in context.

Используя таблицу слайда 2 презентации, студенты устно составляют предложения, далее студенты читают составленные ими предложения, переводят при необходимости. Для лучшего усвоения ЛЕ преподаватель может задать вопросы и студенты, используя таблицу отвечают на них, таким образом активизируя и закрепляя ЛЕ.

Вопросы:

What does Chemistry (Biology, Astronomy, Genetics, Physics, Zoology, Botany, Mathematics, Linguistics, History) study?

2. Грамматика

Grammar practice Repetition

Используя таблицу слайда 3 презентации студенты повторяют образование существительных при помощи суффиксов –ist, -ian, -er и записывают их в свои рабочие тетради, для правильного использования этих слов в последующих предложениях и речи. В следующем этапе работы отбатывается и активизируется употребление данных ЛЕ.

Read and remember the names of professions:

Noun	-ist	-ian	-er
Science	scientist		
Physics	physicist		
Mathematics		mathematician	
Botany	botanist		
Zoology	zoologist		
History		historian	
Chemistry	chemist		
Genetics	geneticist		
Astronomy			astronomer
Biology	biologist		
Philosophy			philosopher
Linguistics	linguist		

3. Составление предложений.

Используя слайды 4, 5 и слова, образованные при помощи суффиксов студенты составляют предложения по предложенному образцу.

T.: You see the portraits of outstanding scientists. Say in what branches of science they worked and what they were. Example: Isaak Newton worked in the field of Physics and Mathematics. He was a famous physicist and mathematician.

- Galileo worked in the field of astronomy. He was a famous astronomer.
- Albert Einstein worked in the field of Physics. He was a famous physicist.
- Charles Darwin worked in the field of Biology. He was a famous biologist.
- Dmitri Mendeleev worked in the field of Chemistry. He was a famous chemist.
- Vladimir Dal' worked in the field of Linguistics. He was a famous linguist.
- Thomas Elva Edison worked in the field of Physics. He was a famous physicist.
- Marie and Pierre Curie worked in the field of Physics and Chemistry. They were famous physicists and chemists.
- Nicola Tesla worked in the field of Physics. He was a famous physicist.

4. Вопрос-ответное упражнение

Vocabulary practice

Предварительно проверив понимание слов и словосочетаний с помощью слайда 6, студенты отвечают на поставленные преподавателем вопросы.

Questions:

- Who explained the law of gravity and the laws of motion?
- Who revolutionized our understanding of the world, successfully proving the Earth revolves around the Sun and not the other way around?
- Who discovered the radiation and helped to apply in the field of X-ray?
- Who opened the theory of relativity?
- Who developed the theory of evolution?
- Who played a key role in the development of modern electricity?
- Who is the founder of the Moscow State University?
- Who invented the Periodic Table of chemical elements?

5. Письмо

Writing practice

После выполнения предыдущих лексических и грамматических упражнений, студентам предлагается вспомнить слова, которые они изучали ранее по теме занятия и написать цепочку слов (слайд 7).

Look at the word map and try to add some words according to the word groups.

Science

Subjects: chemistry, ...

Discoveries: theory of evolution, ...

Inventions: telephone, ...

T.: What words have you remembered? Read your word chains.

1. Чтение

Reading

Во время работы с текстом студенты, опираясь на догадку по контексту, определяют значение выделенных слов путем подбора русских эквивалентов (слайд 8). После прочтения и понимания общего содержания текста студентам предлагается обсудить некоторые утверждения (слайд 10). Свои взгляды они должны доказать или подтвердить примерами из собственного опыта.

While-reading activity

Read and translate the text paying attention to the words in bold. Try to guess their meaning from the context. Match the words with their meaning.

Text for reading

Science

Science is important for most people living in the modern world for a number of reasons. In particular, science is important for world peace and understanding, for our outstanding of technology and the world.

Science is important to world peace in many ways. On the one hand, scientists have helped to develop many of the **modern tools of war**. On the other hand, they have also helped **to keep peace** through research, which has **improved people's lifestyle**. Scientists have helped us to understand the problem of **supplying** the world with enough energy; they have begun to develop a number of solutions to the energy problem – for example, using energy from the sun and atom. Scientists have also analyzed the world's resources. Science studies the Universe and how to use its possibilities **for the benefit of men**.

Science is also important for everyone who **is affected by modern technology**. Many of the things that make our lives easier and better are the results of **advances in technology** and, if the present patterns continue, technology will affect us even more in the future than it does now. In some cases, such as technology for taking salt out of ocean water, technology may **be essential for** our lives on Earth.

The study of science also provides people with some knowledge of the natural world. Scientists are learning **to predict earthquakes**, continuing to study many other natural events, such as storms. Scientists are also studying various aspects of human biology and the origin and the development of the human race. The study of the natural world may help improve life for many people in the world.

A basic knowledge of science is essential for everyone. It helps people to find their way in the changing world.

Post-reading activity

Agree or disagree with the statements. Prove your answer.

Science has improved people's lifestyle.

Technology may not be essential for our lives on the Earth.

The study of science provides people with some knowledge of the natural world.

III. Итог занятия

Домашнее задание

T.: Today at the lesson we have spoken about outstanding scientists and their discoveries, about the role of science in our life. Your task for the next lesson is to describe one of the inventions used in everyday life , besides electronic. You have to say : when it was invented; who invented it; where it is used.