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Методична розробка уроку
з англійської мови
по темі «Природа і довкілля»



SAVE THE
WORLD

Розробив

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Пояснювальна записка

У даній роботі представлений план-конспект підсумкового уроку на третьому курсі по темі «Environmental protection» із застосуванням комунікативних, проектних, а також з використанням ІКТ. Це підсумковий урок з даної теми і має визначити ступінь оволодіння лексичним матеріалом, рівень засвоєння необхідних умінь та навичок, крім того показати учням яку важливу роль посідає довкілля в нашому житті.

Цьому уроку передуює велика підготовча робота, яка полягає не тільки у вивченні тематичного матеріалу, але також і в залученні додаткової інформації. Форма уроку - традиційна, урок контролю отриманих знань.

Протягом усього уроку передбачалося використання різних прийомів навчання, сучасних ТСО, наочності, комп'ютера, що робить урок цікавим і сприятиме підвищенню рівня навчальної мотивації в учнів. Знайомство з новим матеріалом та його закріплення проводиться з використанням ІКТ.

В ході уроку використовувалися такі форми роботи: фронтальна, групова, індивідуальна.

Основні методи: аудіювання, демонстрація, вправи.

Враховуючи вікові та індивідуальні особливості учнів, а також тип і вид уроку, були обрані наступні види вправ:

- за призначенням: рецептивні, репродуктивні, тренувальні;
- за способом виконання: усні, письмові, творчі;
- за способом навчальної діяльності: пошукові, тренувально-пошукові.

Даний урок забезпечив розвиток наступних умінь і навичок учнів:

- робити усні повідомлення за результатами узагальнення побаченого, почутого, прочитаного;
- збирати, узагальнювати і систематизувати інформацію і представляти її в колективних проектах,
- виконувати індивідуальні та колективні завдання англійською мовою;
- викладати англійською мовою результати пошукової діяльності;
- узагальнювати інформацію, отриману при читанні, аудіюванні, перегляді і викладати її англійською мовою.

Робота в командах сприяла формуванню в учнів таких позитивних особистісних якостей, як доброзичливість, відповідальність, почуття взаємодопомоги.



Save The World

План уроку

Тема: SAVE THE WORLD (слайд №1/[додаток 1/](#))

Мета:

- To present and practice the vocabulary
- To practice speaking about the nature
- To develop students' reading skills
- To teach pupils to be responsible for our environment and to respect nature's rights. (слайд №2)

Хід уроку

I. Підготовка до сприйняття іншомовного мовлення

1. Оргмомент. Warmup.

2. Уведення в іншомовне спілкування.

Teacher: Good morning, everybody! I hope you are well and ready to start our lesson. Good-bye Ukrainian We are speaking English. Say to your partner please “*We are speaking English*” Today we'll speak about nature. We'll go deeper into the environmental problems

II. Основна частина уроку

1. Практика усного мовлення за темою уроку.

а). Опрацювання висловів відомих людей про проблеми довкілля.

Many prominent people wrote about our planet and it's protection.

What quotations do you know?

What is your favourite?

Відповіді учнів

- The world is a fine place and worth fighting for. (Ernest Hemingway).

- Our planet is showing us the red warning light – to be careful!

- To take care of the planet is to take care of your own house.

- Look after your planet, its only one we have. (Prince Philip of Britain).



б). Практика учнів у зв'язних висловлюваннях про проблеми довкілля

T. But today we have a burning problem. It's ecology.

By the way, what does the word "ecology" mean?

P. As far as I know the word "ecology" came from Greek word which means "home". This idea of "home" includes the whole planet of ours.

T. Now our "home" – our planet is in danger. Now you should answer two main questions:

Is the situation really dangerous?

What can we do to protect the nature and to save our planet?

(Pupils' answers)

P1. I want to tell you about water pollution. The situation is really gloomy and sometimes even hopeless. Rivers, lakes, seas, oceans cover more than 70% of our planet. Scientists say "man will die if oceans die". Over 5 million tons of oil products pollute the ocean each year. About 2 million tons of these products come from cars.

P2. Well, we see that water which is necessary for our life is polluted awfully. As for me, I want to focus to another problem – the problem of air pollution. Nobody and nothing on the Earth could live without air. People pollute the air all over the world.

P3. We must keep in mind that not only the industry pollutes the nature. Every year each family create one ton of rubbish. A great number of dumps are all over the country. Just only some facts: it takes more than 2 years to decompose paper. Cans and tins destroy more than 90 years. Plastic packets decompose more than 200 years, glass – more than 1000 years.

T. What global environmental problems do you know? Stick your answers on the blackboard.

Дошка

GLOBAL ENVIRONMENTAL PROBLEMS



(Water pollution, air pollution, land pollution, acid rains, global warming)

(папір, маркери – учні пишуть та приклеюють на дошці)



2.Робота з тематичним текстом.

Background information

Tourism is the world's number one industry. It has been recognized that tourists cause many environmental problems, and eco-tourism holidays (cultural and nature-based experiences) are becoming popular. 2002 was declared the International Year of Ecotourism by the United Nations in order to raise awareness of the need for environmental protection. (слайд №3)

1) Підготовка до читання тексту (Pre-readingactivities) (слайд №4)

Exercise 1, page 66. *Open your books. Page 66 Look at the title of the unit, Save the world.*

Match the pictures with the sentences.

- 1 Oil kills sea life!
- 2 Metal objects and plastic bags harm animals!
- 3 Smoke pollutes air!
- 4 Divers can disturb wildlife!

1b; 2a; 3d;4c.

2) Опрацювання нової лексики(слайд №5)

sealife– морське життя
 divertourist– підводний туризм
 environment- довкілля
 oilspill– нафтова пляма
 humpbackwhales- горбаті кити
 disturb- турбувати ,хвилювати
 rubbish - сміття
 forbidden- забороняти
 pollute– забруднювати

3) Етап читання тексту Exercise 2, page 66

Read the text quickly, put parts of the text in right order.

The Great Barrier Reef is a spectacular place! It stretches for more than 2000 km along the north eastern coast of Australia, and is home to thousands of sea animals. There are more than 1500 species of fish in its waters, and it is also visited by sea birds, humpback whales and sea turtles.

Many more tourists have visited the Reef in recent years. This has meant an increase in diving, swimming, shell and coral collecting, and walking on the Reef. These activities can disturb sea life and kill the coral. There have also been problems with over-fishing in the area, and each year more than 2000 large ships sail through the Reef. People fear that if this continues, there will be a disaster such as an oil spill.



The Great Barrier Reef Marine Park was created in 1980, and now there are certain rules that people should follow. People are only allowed to catch a limited number of fish in the area. If ship and boat owners leave rubbish behind, they are fined. Divers are asked not to stand on the coral, and to watch animals instead of touching them. Collecting coral is totally forbidden in the Marine Park!

The Park has done a lot to help the Reef. However, if people don't learn to care for their environment, the problems will continue.

(tourists collecting and damaging coral, new roads disturbing the environment, destruction of forests, disturbing and hunting of animals - danger of extinction)(слайд №6)

4. Опрацювання нової лексики тексту(слайд №7)

Match the words (1-8) with the definitions (a-h).

1	stretches (line 2)	a.	not allowed
2	disturb (line 10)	b.	groups of people who live in an area covers a large area
3	oil spill (line 14)	c.	when a thick black liquid is
4	fined (line 19)	d.	poured out by accident
5	forbidden (line 21)	e.	no longer existing
6	trekkers (line 30)	f.	interrupt or annoy someone or something
7	extinct (line 39)	g.	asked for money as a punishment
8	communities (line 43)	h.	people who walk in the mountains

5. Виконання завдань на перевірку розуміння прочитаного(слайд №8)

a) True or False

- The Great Barrier Reef stretches for more than 1000 km along the north - eastern coast of Australia (F-2000)
- Many more tourists have visited the Reef in recent years (T)
- There are more than 1500 species of 5 fish in its waters (T)
- The Great Barrier Reef Marine Park was created in 1995 (F-1980)
- Divers are asked to stand on ~~20~~the coral, and to watch animals instead



of touching them. (F- not)

- Collecting coral is totally forbidden in the Marine Park! (T)

b) Впр.3 стор.67. Answer the questions.(слайд №9)

The Great Barrier Reef

- 1 Where is the Great Barrier Reef?
- 2 What kind of creatures can you find there?
- 3 How do tourists damage the environment?
- 4 Which activities are not allowed in the marine park?

Answers

- 1 It's on the north eastern coast of Australia.
- 2 There are fish, sea birds, humpback whales, sea turtles and coral.
- 3 They disturb sea life and kill the coral.
- 4 People are not allowed to catch a lot of fish, leave rubbish behind, touch animals, stand on the coral or collect it.

6. Перегляд фільму. The Great Barrier Reef

<https://www.youtube.com/watch?v=X3kPgbPPqvQ>

6.1 From space, the east coast of Australia appears to be in the embrace of a giant opal.

The largest living structure on earth, the Great Barrier Reef is a lacy, living wall spanning more than two thousand kilometers of islands and submerged reefs, between the Queensland coast and the western edge of the Pacific Ocean.

Diving in, the opal seems to splinter into millions of pieces, whirlpools of small metallic-blue fish, barracuda gliding like silver submarines, and occasionally, a lone, predatory shark.

The Great Barrier Reef is like an underwater city whose buildings are alive, with millions of small creatures whose lives are intimately – and intricately – connected.

It is as diverse as a rainforest, a mosaic of more than 70 types of habitat hosting thousands of species of marine life.

As many as 100 different kinds of coral may occupy a single acre of ocean.

Molecule by molecule, coral animals gradually extract calcium carbonate from the surrounding water to form minute stony cups around each animal's soft crown of tentacles.



Some corals live in solitary splendor, but most are built with hundreds, sometimes thousands of individual animals, linked together to form a single coral mound, plate or cluster of branches.

Some are like little pink trees and shrubs. They provide food and shelter for thousands of other forms of life.

Corals get the credit for most of the reef structure, but much of the construction is done by fast-growing encrusting red algae. They act like pink glue, cementing fragments of shell, sand and coral with sheets of calcium carbonate.

There are fish of more than 4000 kinds of mollusks, from tiny sea slugs – nudibranchs -- to giant clams.

Green sea turtles travel thousands of miles in the open sea to reach the sandy beaches of some of the Barrier Reef's islands, and there, to lay their eggs. Hatchlings head straight for the sea. They will travel thousands of miles over the years, and eventually, return to lay their own eggs.

Established as a national park in 1975, the Great Barrier Reef was designated as a World Heritage Site six years later. Today 33 percent of it is fully protected, and efforts are underway to deal with pollution, over-fishing, and the consequences of climate change.

The Great Barrier Reef appears to be about 20,000 years old, but geologists using deep coring techniques have found evidence of ancient corals there that are half a million years old. With care, the future of Australia's living treasure will be at least as enduring as its magnificent past.

7. Практика усного мовлення за темою уроку (слайд №10)

WHAT CAN WE DO TO PROTECT NATURE?



We can recycle newspapers, bottles and metal cans.



We mustn't cut down trees.



Feed birds in winter.



Protect wildlife, plants and trees. Keep all water clean.



Don't use aerosol sprays.



Don't use chemicals in the garden.



Turn off the light when you leave the room.



Don't cut wild flowers.



Try to avoid buying plastic. It's hard to recycle.



III. Заключна частина уроку

1. Підбиття підсумків уроку.

“If you don’t think about the future, you will not have it”.(слайд №11)

- Let’s think about the future. (слайд №12)
- Let’s keep our planet tidy and make it better place to live in.
- Let’s save the Earth for ourselves and for the next generations.

An outstanding English writer John Galsworthy said: “If you don’t think about the future, you will not have it”. Our lesson is coming to an end. In conclusion I’d like to say Let’s think about the future. Let’s keep our planet tidy and make it better place to live in. Let’s save the Earth for ourselves and for the next generations.

2. Домашнє завдання.

Виготовити буклет на тему «SAVETHEWORLD»



SAVE THE WORLD



To teach pupils to be responsible for our environment and to respect nature's rights





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divertourist– підводний туризм
environment- довкілля
oilspill– нафтова пляма
humpbackwhales- горбаті кити
disturb- турбувати ,хвилювати
rubbish - сміття
forbidden- забороняти
pollute– забруднювати





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Save The World

True or False

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- Collecting coral is totally forbidden in the Marine Park! (T)

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