

Розробки уроків англійської мови з теми

“Навколишнє середовище. Павутиння життя” 9 клас



Урок №19.

Тема уроку: Environment. Pollution

Aims and objectives:

- practicing basic skills

Equipment: presentation, video



I. Warming-up

Quiz “Are you a nature-lover?”

Read the questions and mark the answer that is close to you.

- 1) If someone asks you to plant a tree in your schoolyard or in front of your house, do you agree to do it?
 - a) With pleasure. Trees make our streets more beautiful.
 - b) I’m not sure that I can do it on my own, but I’m ready to help.
 - c) Sorry, but I’m too young for it.
- 2) When you go for a walk to the forest or to the park, do you pick up flowers?
 - a) I ask grown-ups if I may do it.
 - b) Yes, I do, but not many — three or five.
 - c) Yes, I always pick up flowers. Anyway, new ones will grow up.
- 3) What do you do with a candy / ice-cream wrapper?

- a) I always throw it in the litter-bin. If I don't see it around, I put it in my bag.
- b) I always try to find a litter-bin. But if there isn't one around, I just throw it on the ground.
- c) I just drop it anywhere. What are yard-keepers for then?
- 4) Do you throw away your old exercise-books if there are blank pages left?
 - a) No, I don't throw them away but use them for my notes or drawings.
 - b) It depends on how many pages are left.
 - c) Yes, the greatest pleasure is to start writing in a new exercise book.

Add up you're A, D and C scores.

If you get mostly:

As — The Green Peace will send you a thank-you letter.

Bs — You have to take more care of nature. We all are parts of it.

Cs — Such people destroy nature, don't they?

II. Main part

1. Checking on Homework

Students discuss their interview results — the idea being to come to a joint opinion about the factors that pollute the environment of the students' region.

In pairs think about 3 possible solutions to these problems appropriate for your region, complete the charts below, share your ideas with the class, and come to a joint decision.

Air pollution —

Water pollution —

Soil pollution —

Noise pollution —

2. Speaking

The teacher gets the students back to pictures of lesson 11.

How would you classify the types of pollution in the pictures on the left? What makes you think so?

Target answers:

- the first picture shows soil pollution because the land seems dead with no vegetation in sight
- the second picture shows air pollution because the air seems not clean from dust and smog
- the third picture shows noise pollution because the musicians seem to be a rock or punk band that always play very loud music

See if you can put the activities below into the appropriate pollution groups.

- burying waste or household trash
- cutting forests
- rock concerts
- car exhaust fumes
- hyperactive fishing
- oil spilt in oceans
- headphones
- no change footwear in schools
- poaching
- airport noise
- smoking
- burning leaves in spring and autumn
- littering and spitting in the schools, streets, and woods

Complete the sentences identifying the activities, which pollute the environment. Consult a dictionary if necessary.

Burying waste or household trash means ____.

Poaching is ____.

Hyperactive fishing occurs when ____.

Car exhaust fumes are ____.

Littering and spitting mean ____.

Suggested answers

- 1) Soil pollution.
- 2) Illegal hunting or fishing that may result in poor ecological balance.
- 3) People catch too much fish in one part of the sea.
- 4) The factors of air pollution.
- 5) Polluting the environment.

See if you can put the activities below into the appropriate pollution groups.

- burying waste or household trash
- cutting forests
- rock concerts
- car exhaust fumes
- hyperactive fishing
- oil spilt in oceans
- headphones
- no change footwear in schools
- poaching
- airport noise
- smoking
- burning leaves in spring and autumn
- littering and spitting in the schools, streets, and woods

Suggested answers

- Water pollution — oil spilt in oceans; hyperactive fishing, poaching;
- Air pollution — cutting forests; car exhaust fumes; smoking; air venting; no change footwear in schools; burning leaves in spring and in autumn.
- Soil pollution — burying waste or household trash; cutting forests; littering and spitting in the schools, streets, and woods, poaching.
- Noise pollution — headphones, rock concerts, airport noise.

The answers may vary greatly, this is why attention should be paid more to the message rather than to the form.

In groups, discuss why the activities given above may be harmful for the environment. Who should take care of them? Match the problem and the authority to handle it. Sometimes there may be more than one choice.

Global authorities —

Local authorities —

I could do it myself —

Divide the class into groups and have them discuss the proposed questions. A discussion is absolutely necessary.

Suggested answers

1) Global authorities — cutting forests; oil spilt in oceans; hyperactive fishing; air venting.

2) Local authorities — cutting forests; air venting; burning leaves in spring and in autumn; rock concerts; poaching; airport noise; burying waste or household trash; littering and spitting in the schools, streets, and woods; no change footwear in schools; car exhaust fumes; smoking.

3) I could do it myself — burying waste or household trash; littering and spitting in schools, streets, and woods; burning leaves in spring and in autumn; smoking; headphones; no change footwear in schools.

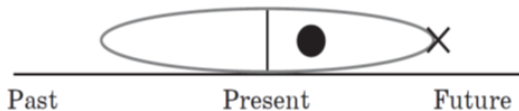
After students have finished matching pairs, have them discuss their results in class. Ask for grounding their opinions. You may come up with the question like “What conclusion can you make by the number of problems to handle for each of the authorities?” (*The target answer*: “More can be done by ourselves and at the local level”.)

3. Grammar practice

Future Perfect

USE 1

Completed Action Before Something in the Future.



Complete the table.

Remember that we use Present, not Future Tenses after “if”, “when”, “as soon as”.

Think about 3–5 sentences of your own.

If When As soon as	we people authorities		the air will become clear there will be more fish it will be easier to breathe people will become healthier live longer. the flora and fauna will
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Ex. 4

Fill in the correct future tense — will future, going to or present progressive

- 1) Tomorrow they __ (drive) to New York.
- 2) I hope the weather __ (be) nice.
- 3) I offered him this job. I think he __ (take) it.
- 4) I promise I __ (not tell) anyone this secret.
- 5) Take your umbrella with you. It __ (rain).
- 6) What are they __ (do) this evening?
- 7) I __ (go) to the cinema tomorrow.
- 8) They __ fly (fly) to Seattle next summer holidays.
- 9) I __ (invite) 50 people to the party and I hope everyone will come (come).
- 10) That exercise looks difficult. I __ (help) you.
- 11) __ he __ (go) to the football match?
- 12) Are you sure they __ (win) the match?
- 13) She __ probably __ (stay) till Thursday.
- 14) He __ (not leave) tomorrow.
- 15) We think he __ (come) late in the night.

III. Summary

IV. Homework

Task 1

Match the pairs

1. All living and non-living things that occur on the Earth	a) wildlife
To mention or speak about someone or something	b) shortage
3. To consist of particular parts, groups, etc.	c) the natural environment
To make someone feel worried or upset.	d) natural resources
5. The act or process of destroying something or being destroyed.	e) to concern
6. Animals and plants growing in natural conditions.	f) destruction

7. A situation in which there isn't enough of something that people need.	g) to comprise
8. Something such as useful land, or minerals such as oil or coal, that exists in a country and can be used to increase its wealth.	h) to refer

Task 2. Read the following text and answer the questions:

Disruption of ecological balances

Ecological Problems

Since ancient times Nature has served Man, being the source of his life. For thousands of years people lived in harmony with environment and it seemed to them that natural riches were unlimited. But with the development of civilization man's interference in nature began to increase.

Large cities with thousands of smoky industrial enterprises appear all over the world today. The byproducts of their activity pollute the air we breathe, the water we drink, the land we grow grain and vegetables on.

Every year world industry pollutes the atmosphere with about 1000 million tons of dust and other harmful substances. Many cities suffer from smog. Vast forests are cut and burn in fire. Their disappearance upsets the oxygen balance. As a result some rare species of animals, birds, fish and plants disappear forever, a number of rivers and lakes dry up.

The pollution of air and the world's ocean, destruction of the ozone layer is the result of man's careless interaction with nature, a sign of the ecological crises.




1. What has served Man?
2. Whose byproducts pollute the air, the water, the land?
3. Who disappears forever?
4. When was Chernobyl tragedy?

5.What should be taken?

Урок №21.

Тема уроку: Ласкаво просимо до заповідника «Асканія Нова».

Мета: 1. Практикувати учнів у засвоєнні лексики, активізувати ЛО теми у мовних структурах, інтерактивних вправах у групах.

2. Удосконалювати техніку аналітичного читання.

3.Розвивати навички діалогічного та монологічного мовлення через впровадження елементів дискусії.

4.Виховувати усвідомлення неповторності природи, необхідності її збереження.

Обладнання: Підручник, відеофільм, презентація

Хід уроку

1. Оргмомент.

1. **Greeting.** Привітання.

T.: Morning to everyone!

T.: Days bring meetings. Are you OK?Guess, what will we learn today? What are you expecting from today's lesson?

2. **Warming up.** Мотивація.

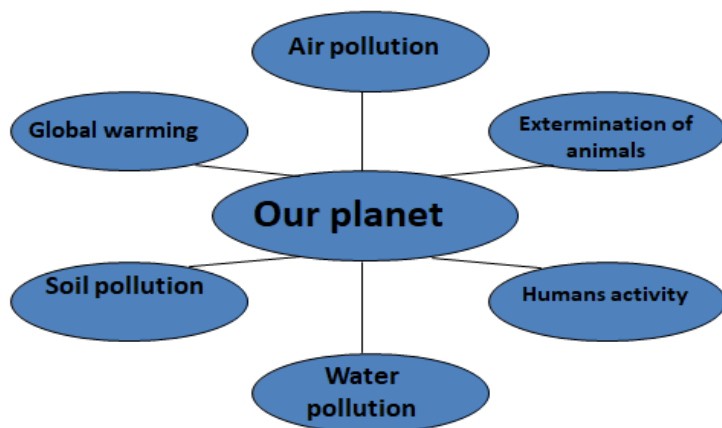
How do you understand the quotation of Dalai Lama



3. Aim. Повідомлення теми та мети уроку.

T. : The beauty of Nature and the environment we live in, love to nature and wish to save it for future generations is the circle of points we'll concentrate on. Ascania-Nova welcomes us to show Ukrainian National Nature Reserve.

4. Check on Homework. Перевірка домашнього завдання.



Task 1 Discussion in groups:

- 1) How often do you pay attention to the beauty of nature?
- 2) What season of the year is nature the most beautiful?
- 3) How does the beauty of nature influence your mood?
- 4) How often do you spend your free time in the countryside?
- 5) What outdoor activities do you like?
- 6) How do outdoor activities influence your mood?
- 7) What do you think about the importance of solving environmental problems?
- 8) How does environmental pollution influence your life?

Task 2

Match the pairs

9. All living and non-living things that occur on the Earth	i) wildlife
10. To mention or speak about someone or something	j) shortage
11. To consist of particular parts, groups, etc.	k) the natural environment
12. To make someone feel worried or upset.	l) natural resources
13. The act or process of destroying something or being destroyed.	m) to concern
14. Animals and plants growing in natural conditions.	n) destruction
15. A situation in which there isn't enough of something that people need.	o) to comprise
16. Something such as useful land, or minerals such as oil or coal, that exists in a country and can be used to increase its wealth.	p) to refer

II. Основна частина уроку

T.: Have you ever heard about Ascania-Nova Reserve? Have you ever visited this Reserve? If you haven't, let's go to excursion to

Ascania-Nova. **Students watch video**

https://www.youtube.com/watch?v=otU72kT_6_4

Now I see you are ready for reading of the text.

“Welcome to Ascania-Nova.”



1. Reading 1. Подання тексту для читання.

“Ascania-Nova – Ukrainian National Reserve”. Впр.3 (с.44).

1) *Pre-reading activity. Етап підготовки до читання.*

а) Опрацювання ЛО (впр.1, с. 44) за зразком.

Example:

I can see lion (...) at the zoo ... (in the Safari Park, on a farm, in the wild, etc.).

Учні ланцюжком проговорюють надану структуру із різним наповненням.

б) Самостійне читання учнями ЛО (впр.4, с. 46); з’ясування значення слів вправи та перекладання їх рідною мовою.

T.: Try to understand the meaning of following words

• the environment • to refer • to comprise •
to concern • destruction • wildlife • shortage • natural resources •
pollution • to influence • to endanger • litter •

6. Look through the text of Ex. 4 again and complete the sentences.

1. The environment means
2. On a local scale, the environment is
3. On a larger scale, the environment is
4. The natural environment comprises
5. The natural environment is contrasted with
6. We might be concerned about

7. Find the words in the text of Ex. 4 to match these definitions.

1. All living and non-living things that occur on the planet Earth.
2. To mention or speak about someone or something.
3. To consist of particular parts, groups, etc.
4. To make someone feel worried or upset.
5. The act or process of destroying something or being destroyed.
6. Animals and plants growing in natural conditions.
7. A situation in which there isn't enough of something that people need.
8. Something such as useful land, or minerals such as oil or coal, that exists in a country and can be used to increase its wealth.

1) Reading. Етап читання.

T.: Odd a heading out...

- Учні самостійно читають текст, підбирають заголовки до кожного абзацу, вилучають зайвий.

- Ланцюжком читають текст, називають дібрані заголовки, перекладають рідною мовою.

2) Post-Reading Activity. Етап перевірки розуміння тексту.

Test Ex.3 (p.46).

Ascania – Nova		
A List of		
animals	plants	birds
Foxes, hares, deer, Scythian tulips, the trees	Ostriches, e	
squirrels, snakes	over a hundred years old,	cranes
	under thirty years of age	

T.: Choose the correct item to complete the sentences

III. **Заключна частина уроку.**

I. Reflection. Рефлексія.

T.: Our lesson came to the end. Once a French writer Jean – Jacque Rousseau said:

“You forget that the fruits belong to all and that the land belongs to no one”.

I say, don't forget!

2. Marking. Оцінювання.

Т.: You spoke, read and wrote much about the beauty of Nature and the environment we live in. You showed love to nature and wish to save it for future generations. Ascania-Nova helped us and you were successful.

3. Analyze. Аналіз.

Т.: What activities did you perform today? Did you like them? What new information did you get? Would you like more? You have to use the names of the birds, animals, trees not only in sentences but also in your essays.

4. Homework. Домашнє завдання.

❖ Переглянути відео

<https://www.youtube.com/watch?v=jn5dGw17VgY>

❖ Ех3р.45-46(коротка усна розповідь)

❖ Ех5-6р.46-47(письмово)

Урок №22.

Тема уроку: Із історії заповідника «Асканія Нова».

Мета: Повторити і закріпити лексику теми. Опрацювати граматичний матеріал: підрядні означальні речення. Продовжувати формувати мовленнєві компетенції:

- говоріння – організація діалогічного та монологічного мовлення;
- читання – удосконалення техніки читання;
- письмо – опрацювання учнівських есе;
- аудіювання – сприйняття на слух тексту екскурсії.

Розвивати мовленнєву здогадку, світогляд, інтерес до рослинного і тваринного світу України і планети в цілому. Виховувати почуття відповідальності за світ, у якому живеш.

Обладнання: Підручник, відеофільм, презентація
Хід уроку

I. Цільовий компонент

I. Оргмомент.

1. Greeting. Привітання.

T.: Good morning, students! Are you OK?

2.Warming up. Мотивація.



❖ WHAT IS ENVIRONMENT ? (ON THE LOCAL SCALE? ON A LARGE SCALE?)
WHAT IS NATURAL ENVIRONMENT ?
WHAT IS BUILT ENVIRONMENT?
WHAT ARE THE MAIN FORMS OF POLLUTION?
WHAT ARE WE CONSERVED ABOUT?

3.Aim. Цілепокладання.

T.: I hope you want to know more about Askania-Nova Nature Reserve. You'll get information in the text about its founder and in a number of other materials

4.Check on Homework. Перевірка домашнього завдання.

Task 1

Match the pairs

17. All living and non-living things that occur on the Earth	q) wildlife
18.To mention or speak about someone or something	r) shortage
19.To consist of particular parts, groups, etc.	s) the natural environment

0. To make someone feel worried or upset.	t) natural resources
21. The act or process of destroying something or being destroyed.	u) to concern
22. Animals and plants growing in natural conditions.	v) destruction
23. A situation in which there isn't enough of something that people need.	w) to comprise
24. Something such as useful land, or minerals such as oil or coal, that exists in a country and can be used to increase its wealth.	x) to refer

Task 2. T : Do you agree that the Earth is in danger?

What Is an Ecosystem ?

- a) What differences are there between species living in the Rocky Mountains and those inhabiting the Sahara desert?*
- b) An ecosystem can be as large as a desert or a lake or as small as a tree or a puddle.*
- c) Different species of animals interact with each other all the time.*
- d) Every species has a niche in its ecosystem that helps to keep the system healthy.*
- e) All living beings are forming parts of ecosystems.*

Within all species, individuals interact with each other — feeding together, mating

together, and living together. However, it is not only individuals within a species that interact. 1)_____ For instance, animals eat other animals through their interactions in a food web. But plants are included in this web as well as they, too, are eaten by animals.

Do the climate and geographical location influence the life of animals and plants?

2)_____ Landscape also determines where plants and animals might live. But what exactly is an ecosystem? An ecosystem is a geographical area of a variable size where plants, animals, the landscape and the climate all interact together. The whole Earth's surface can be described by a series of interconnected ecosystems. 3)_____ They are diverse and always changing. Within an ecosystem, all aspects of the environment (both living things and their non-living settings) interact and affect one another. Every species affects the lives of those around it. Ecosystems have no particular size. 4)_____ If you have a terrarium, that is an artificial ecosystem. The water, water temperature, plants, animals, air, light and soil all work together. If there isn't enough light or water or if the soil doesn't have the right nutrients, the plants will die. If the plants die, animals that depend on them will die too. If the animals that depend on the plants die, any animals that depend on those animals will die. Ecosystems in nature work the same way. All the parts work together to make a balanced system!

A healthy ecosystem has lots of species diversity and is less likely to be seriously damaged by human interaction, natural disasters and climate changes.

5) _____ Therefore, if some living creatures are exterminated somewhere or their number decreases, which will affect other living things, that, in turn, will have

a negative impact on the whole Earth over the long term. To prevent that from happening, it is very important for all living things, including humans, to protect the environment where they need to relate to each other to live.

II. Основна частина .Presenting Grammar. Подання граматичного матеріалу: підрядні означальні речення.

1) Виконання впр.7, стор. 47.

a) *Read the sentences ignoring the relative clauses in bold. Choose and say which sentence still makes sense without it.*

1. The Nature Reserve **which I've visited** attracts many tourists.
2. Ascania-Nova, **which was Freidrich F. Falz-Fein's native village**, was the place of unique beauty.

b) *Read and choose the correct items to complete the sentences.*

1. The relative clause usually comes *before/after* a noun and gives essential or extra information about this noun.
2. It gives *essential/extra* information in sentence 1. We *can/can't* understand what Nature Reserve the person is talking about.
3. It gives *essential/extra* information in sentence 2. We *can/can't* understand what Nature Reserve the person is talking about.

2) Впр.8, стор. 48

2.Grammar Practice. Відпрацювання граматичного матеріалу.

1) Робота у групах.

Match: Relative pronouns with what we are referring to

- | | |
|----------|---|
| 1. Who | a) the possessive of who |
| 2. Which | b) For times |
| 3. Were | c) For reasons |
| 4. When | d) For things (and animal when we don't v them a personality) |

5. Why	e) For people (and animals when we want to have a personality)
6. Whose	f) For places

3. Reading. “From the History of Ascania-Nova” впр.13, стор. 19.

T.: Read and complete the text with correct relative pronouns.

Key: 1 – which; 2 – where; 3 – where; 4 – who; 5 – that; 6 – where; 7 – which; 8 – that.

4 . Ex.13p.49 Answer the questions:

- 1) What land is Ascania-Nova situated on?
- 2) When was Freidrich F. Falz-Fein born?
- 3) What kind of man was Freidrich F. Falz-Fein?
- 4) What kind of fancy did he have?
- 5) How many species of mammals and birds did he bring to Ascania-Nova?
- 6) What exhibits were in the museum which Freidrich F. Falz-Fein founded in the 19th century?

4. Brain storming. Робота в парах.

Read the sentences and decide if they are true (T) or false (F)	
Facts	True
1. Ascania-Nova is the land of Germans.	
2. Before that time it used to be the forest zone.	
3. Freidrich F. Falz-Fein was born in Germany.	
4. He had on ambition to turn the area into a paradise.	
5. He brought to Ascania-Nova 52 species of mammals.	
6. He founded and opened a museum.	

III. Заключний етап.

1. Reflection. Рефлексія.

Учні представляють виготовлений на уроці колаж і хором озвучують його: «У заповіднику Асканія-Нова тебе напоюють молоком антилопи!»

2. Marking. Оцінювання.

T.: You were creative, attentive and you may become the best students in the world.

4. Homework. Домашнє завдання.

T.: Опрацювати додатковий текст: “Ascania-Nova – Ukrainian National Nature Reserve”

<https://naurok.com.ua/test/join?gamecode=2840376>

Урок №23.

Тема уроку: Snowdonia National Park.

Мета:

1. Тренувати учнів у вживанні нової лексики.
2. Розвивати критичне мислення, уміння мовлення, продовжувати формувати навички діалогічного та монологічного мовлення.
3. Вмотивовувати учнів на пошукове читання.
4. Залучати учнів до інтерактивної діяльності.
5. Виховувати в учнів бажання для самовиявлення, вміння бачити прекрасне і цінувати його.

Обладнання: Підручник, відеофільм, презентація

Хід уроку

I. Цільовий компонент

I. Оргмомент.

1. Greeting. Привітання.

T.: Good morning, students. Our school greets you!

2.Warming up. Мотивація

3.Lexical activity. Мовленнєва зарядка.

<https://wordwall.net/resource/34972470/put-the-words-in-correct-order>

Anagrams

Make up the words given in jumbled letters.

All of them are nouns

haErt									
auerth									
caitml									
inspai									
unintaoms									
fraol									
anauf									

II. Основна частина



☐ **Reading Comprehension.**

☐ **Pre-reading. T.:**

A national park is a reserve of natural or semi-natural land, declared or owned by a government, set aside for human recreation and enjoyment, animal and environmental protection and restricted from most development. (watching videofilm)

<https://www.youtube.com/watch?v=q6DvgFwQhC4> Snowdonia

☐ **Reading. T.:** You are going to read a magazine article about the Snowdonia National Park. Choose from the paragraphs (A- D) the one which fits each gap (1 – 4). Впр.4 (с.52)

☐ **Discussion**

Put the questions in the correct order to make a plan and answer them.

- a) What territory does the park cover?
- b) What does the landscape of the National Park include?
- c) Where is tourism developing in Snowdonia nowadays?
- d) When was the Snowdonia National Park established?
- e) How many National Nature Reserves are there in Snowdonia?
- f) How are the lands of the National Park used nowadays?
- g) How many lakes are there in Snowdonia?
- h) What historical sights are situated on the territory of the National Park?

3. Grammar Practice (Definite and non –definite clauses)

☐ **Revision of the rules**

☐ **Task 2. Ex. 8p. 48 Read the information and join two sentences using the word in brackets, write them.**

- 1) This is Peter. His mother is a famous singer. (whose) This is Peter whose mother is a famous singer.
- 2) You were talking to a woman. She is my neighbour. (whom). The woman ,whom you were talking to, is my neighbour
- 3) Little boy broke the window. He said he was sorry. (who) Little boy who broke the window was very sorry.
- 4) Bristol is a city. I lived there when I was young. (where) Bristol, where I lived when I was young, is a city.
- 5) My friend often goes horse-riding. His office is next to mine. (whose) My friend, whose office is next to mine, often goes horse-riding
- 6) The shop is near my house. I bought this dress there. (where)
- 7) The best time to visit this park is in spring. 8) All the trees there are in blossom.
(when)

- On-line testing

<https://www.usingenglish.com/quizzes/234.html>

III.Заклучна частина уроку.

1. Reflection. Рефлексія.

T.: Today you went in for learning a lot about national park in Great Britain. So, what is a national park? Are there many of them in Great Britain? What do they reserve?

2. Marking. Оцінювання.

T.: You succeed in reading, speaking and making creative tasks.

3. Analyze. Аналіз.

T.: You have to pay more attention to writing and grammar.

4. Homework. Домашнє завдання.

Prepare interesting information about Nature Parks and Reserves in the world and publish it

<https://padlet.com/1savchenkolv1/ro7vie1kfqmc59>