

Клас- 10. Тема уроку « Природні катастрофи.»

Тип уроку- урок засвоєння нових знань

Основна дидактична мета: ознайомлення з новими фактами, поняттями, законами, теоріями, твердженнями, з'ясування їх суті.

Цілі:

Мовна компетенція: вміти вживати лексичний матеріал по темі в мові; вдосконалювати лексичні навички говоріння, аудіювання і читання.

Мовленнєва компетенція: удосконалити навички аудіювання, говоріння, читання з теми; активізувати пізнавальну діяльність по темі.

Прагматична компетенція: навчати орієнтуватися в іншомовному аудіо тексті, навчати узагальнювати інформацію з різних джерел по темі;

Соціолінгвістична компетенція: використовувати невербальні засоби спілкування; розвивати уміння використовувати досвід, набутий у вивченні рідної мови, розглядаючи його як засіб усвідомленого володіння мовою іноземною;

Соціокультурна компетенція: розвивати соціальні навички учнів.

Компетентності: бути компетентним в питаннях, що стосуються природних катастроф.

Технології: традиційне навчання, інтерактивне навчання і інформаційно-комунікативне навчання, робота в групі;

Методи: пояснювально-ілюстративний, репродуктивний, метод проблемного викладу, метод перевірки і оцінки знань, умінь і навичок.

Необхідне обладнання та матеріали комп'ютерна презентація, підручники, дидактичний матеріал, мультимедійний проектор, екран, комп'ютер, відео « Heavy snowfalls in Ukraine».

Використані джерела та література Карп'юк О.Д. Англійська мова. Підручник для 10 класу загальноосвітніх навчальних закладів. Рівень стандарту. Використані наукові джерела інтернет-ресурсів

Структура уроку:

Theme: Natural disasters

Objectives:

- To improve lexical and grammar skills of speaking, listening, reading and writing;
- To check up speaking, reading, listening and writing skills;
- To stimulate intellectual progress and cognitive activity;
- To form skills in search of information from different sources and generalize it;
- To develop language, intellectual and cognitive faculties;
- To develop skills of social adaptation;
- To develop the pupils` understanding of our planet;
- To encourage pupils to be merciful to our Planet and people around it;
- To bring up positive attitude to foreign language as means of communication;
- To bring up tolerance.

Materials and equipment: pupils` presentation, handouts, pictures, multimedia projector, screen, computer and the video "", textbooks.

Procedure

I. Початок уроку. Introduction

1. Greetings

T.: Good morning, dear friends! We have a lot of guests at our lesson. Let's greet them. I hope you are fine and you will be energetic, active and supportive at the lesson.

We live in a magic world. This wonderful world is our nature. Nature gives us life. Nature teaches us to be kind and clever, attentive and creative. But our Planet is very fragile. Every year small and big natural disasters occur in different parts of the world. **Please watch a little video.** Two weeks ago we witnessed blizzard. Heavy snowfalls and freezing temperatures have hit our and other regions of Ukraine. As a result cars and trucks were blocked in traffic jam on the main roads. Blizzard is one of the natural disasters.

2. Theme, aims.

Повідомлення теми, цілей і завдань уроку;

T.: And now help me define the theme of our lesson and today's activities.

Cl The theme of our lesson is "Natural disasters".

PRESENTATION

Cl: **We are going to** - speak about different kinds of natural disasters.

- clear up how these natural disasters affect humans
- find out what we should do to live with natural disasters
- learn to protect ourselves from different natural catastrophes.

By the end of lesson you should be able:

- to recognize and understand new words and word-combinations;
- to participate in common conversational exchanges about the topic of today's lesson

3. Warming-up Актуалізація мотивації учіння учнів.

T: So, it's high time to start. And we'll start with your definition of "**natural disasters**". What are the natural disasters?

P1: Natural disasters are the events caused by nature, not by an accident.

P2: They cause great harm or damage .

T: What do you associate the words “natural disasters” with?

1. ‘I’ve have never seen anything like that before. I thought the rain would never stop!’
2. ‘We think it may have started either by a candle or a cigarette that was left burning!’
3. ‘It was awful. The earth was shaking under my feet. I was very scared.’
4. ‘I was shaking with fear. The smoke and flames were everywhere. I could hardly breathe’
5. ‘Everything is ruined: carpets, curtains, furniture. It’s such a mess. My kitchen floor is covered with a thick layer of mud.’
6. ‘It was awful. The flames were licking at my feet. I was trapped.’
7. ‘We tried to get people out of the fallen debris. All the time we were afraid there would be further shocks.’
8. ‘I was terrified. Cars were floating down the street as the water was rising higher and higher.’
9. ‘The first thing was this terrible rumbling sound. It went on for perhaps half a minute, but it seemed like forever.’

Answers:

Flood	Earthquake	Fire
A	B	C
Comments 1,5,8	Comments 3,7,9	Comments 2,4,6

II. Main Part

1) Актуалізація і корекція опорних знань, навичок і вмінь;

1. Checking the vocabulary. Matching work.

T: Now you’ll get next task. Take your seats in front of the computers. Put the headphones on and do the task with the speaker.

Listen and repeat

1 avalanche- сніговий обвал, лавина

2 earthquake- землетрус

3 floods-повінь

4 tsunami- цунамі

5 heat wave - період сильної спеки

6 landslide - зсув, обвал

- 7 hailstorm - гроза з градом,
 8 volcanic eruption - вулканічне виверження
 9 hurricane- ураган
 10 wildfire - пожежа
 11 blizzard- хуртовина
 12 drought - засуха
 Say in Ukrainian
 Say in English
 Do the test

Test. T.: Match natural hazards with their descriptions

1 an avalanche	A one of the names of cyclonic storm that forms over the oceans. It is caused by evaporated water that comes from the ocean.
2 an earthquake	B are rain drops that have formed together into ice.
3 floods	C are the result of prolonged rainfall from a storm
4 a tsunami	D a phenomenon that results from a sudden release of stored energy that radiates seismic waves. It shows itself by a shaking of the ground.
5 a heat wave	E a slide of a large snow (or rock) mass down a mountainside.
6 a landslide	F a wave of water caused by the displacement of a body of water. It can be caused by undersea earthquakes or by meteorological phenomena.
7 hailstorms	G a hazard characterized by heat which as considered extreme and unusual in the area in which it occurs.
8 a volcanic eruption	H a disaster closely related to an avalanche, it occurs involving actual elements of the ground, rocks, trees, etc.
9 a hurricane	I a severe winter storm condition characterized by low temperatures, strong winds, and heavy blowing snow.
10 a wildfire	J the point in which a volcano is active and releases its power.
11 a blizzard	K an abnormally dry period when there is not enough water to support water needs.
12 a drought	L an uncontrolled fire burning in wildland areas.

1 e, 2 d, 3 c, 4 f, 5 g, 6 h, 7 b, 8 j, 9 a, 10 l, 11i, 12k.

2. Вивчення нового матеріалу (вступні, мотиваційні та пізнавальні вправи).

а). Первинне застосування нових знань (пробні вправи);

3. Listening skills. 3. Listening

- Pre-listening

T: Now let's open your S.B. on page 149 Ex. 2. Look at the picture and tell me please what can you see in these pictures? What do you think has caused this destruction?

P: I can see an overflowed territory . May be we can see floods.

P: I can see a destroyed coast, broken houses. May be it is hurricane.

P: I can see a lot of people who want to drink. May be it is drought.

T: Now I'd like you to listen to three stories.

- While-listening

T: But before listening look through the notes under the picture (S.B. p149 Ex. 3)

T: Be attentive, listen to the tapescript carefully. You have to write one or two words.

T: Let's check the answer:

- Post-listening

T: It's time to check listening comprehension. You'll get a short test, you have to put "true" or "false".

Test

Task 1: Is it true or false?

1. In 1995 it rained and rained for more than 3 weeks .
2. People went to other towns and waited till water level fell again.
3. In 1992 hurricane Andrew hit Florida.
4. When the hurricane arrived it didn't kill any people but destroyed thousands of buildings.
5. The wind changed direction and the place received a lot of water.
6. People had to walk many kilometers to find food.

3. Microphone method.

T: So, an interesting task is waiting for you. Now you can imagine yourself a reporter. Let's give a chance to our correspondent to interview some of you. Who will we choose to be our reporter? you're welcome.

R: Which disaster are you afraid of most of all?

P1: As for me it's earthquake.

R: Which disaster aren't you afraid of? And why?

P2: May be it's flood because I can swim very well.

R: Which disasters did you go through?

P3: Last winter when I went to my aunt I went through the blizzard.

R: Did you fear for your life in that situation?

P3: I remember I was very scared.

R: Which of these disasters are possible to happen in our region?

P4: Perhaps a lot of them, for example, flood, earthquake, drought, blizzard.

4. Group work Speaking.

Split students into three groups. Assign each group a certain disaster (e.g. flood, earthquake, fire). Each student in a group has his own task. Group 1 – flood

Task 1.

1. When do floods occur? A flood occurs when water overflows land that's normally dry. Most common is when rivers or streams overflow their banks.
2. What is a flash flood? Flash flood is a sudden local flood, typically due to heavy rain.
3. What are the basic methods of flood control? Flood control has been practiced since ancient times with methods such as reforestation, and the construction of dams, and channels called floodways.

Task 2.

Read the descriptions, choose the text that describes the flood and use the words in the list to complete the blanks. Write out the key words.

There was water everywhere. The road became a fast flowing river and parked cars were floating away. People climbed up to their roofs and watched as their houses filled up with water. They didn't know whether to start swimming or wait to be rescued.

Task 3. Choose the survival techniques which are important to learn and apply in case of flood.

turn off electricity to prevent fire;

do not attempt to swim as you could be washed away or drown;

go to the highest level of the building and wait for rescue;

let off flares;

get rid of heavy clothes in case you fall into the water.

Group 2 – fire

Task 1.

1. What is fire? Fire is a process in which substances combine chemically with oxygen from the air and typically give out bright light, heat, and smoke.

2. What are the uses of fire?

1. It provides you with heat/warmth

2. It leads the animal intruders away from your area

3. It repels annoying insects 4. It provides comfort

5. It's helpful when cooking 6. It's helpful in the water purification process

7. It burns unnecessary materials.

3. What is the destructive role of fire in people's lives? Fire can destroy your house and all of your possessions, and it can reduce an entire forest to a pile of ash.

Task 2.

Read the descriptions, choose the text that describes the fire and use the words in the list to complete the blanks. Write out the key words.

No one is sure how it started, but 3 days later it was still raging out of control. The weather was dry and windy so it quickly spread and many surrounding towns were in danger. Luckily, on the fourth day, there was a rainstorm which helped to put it out.

Task 3. Choose the survival techniques which are important to learn and apply in case of fire.

wrap a wet blanket around yourself;

cover nose and mouth with damp cloth;

use the nearest emergency exit; don't panic;
open the window of the room you are in;
raise the alarm and call the fire brigade (if possible)
yell "Fire" to alert others;

Group 3 – earthquake

Task 1.

4. What is an earthquake? Earthquake is a sudden violent shaking of the ground, typically causing great destruction.
5. When does it occur? Earthquakes occur all the time all over the world, both along plate edges and along faults. Most earthquakes occur along the edge of the oceanic and continental plates.
6. Is it possible to prevent earthquakes? We cannot prevent natural earthquakes but we can significantly mitigate their effects by identifying hazards, building safer structures, and providing education on earthquake safety.

Task 2.

Read the descriptions, choose the text that describes the earthquake and use the words in the list to complete the blanks. Write out the key words.

All of the sudden the ground started shaking. It began slowly than got faster and faster. People were running out of their houses and into the street as buildings started to collapse. The only safe place to be was away from the buildings in the parks or school playing fields.

Task 3. Choose the survival techniques which are important to learn and apply in case of earthquake.

if you hear the warning of a possible earthquake, take the necessary things, food, documents, and leave the house;

before leaving the flat or house, turn off electricity to prevent fire'

don't panic; act quickly and quietly; keep away from the buildings;

go to the parks or school playing fields, assemble in open spaces;

if it happens to suddenly and you have no time to go out, the best place to shelter is in a doorway or under a heavy table.

Each group presents its disaster and gives advice about what to do in case of a certain natural disaster.

III. Кінець уроку

1. Підсумки уроку. Summing-up. Feedback.

T: Our lesson is going to its finish.

-Have you ever heard about any disaster?

-Can you name some disasters?

-Have you ever experienced a disaster? When?

-What natural disasters can occur in Ukraine? What is more dangerous? Fire? Food? Or earthquake? I agree all disasters are dangerous. But if we have the information about them and safeties we'll be able to save our lives and the lives of others.

T: And now let's sum up all information from the lesson. I'll give you the beginning of the sentence and you have to continue it.

2. Home task

T: The home task will be to make up a book of tips to survive the disasters , to do ex 2, 3 , 4* p 140-144, to learn vocabulary.

3. Evaluation.

Teacher: I`d like you to fill in a **self-assessment card** at the end of the lesson.

Skills	Points
1. Vocabulary test	
2. Listening test	
3. Work in group. Speaking.	
Total	

T: Thank you for your good work. And now it's time to finish? Your marks are...
The lesson is over. You may be free and enjoy your break.

Good-bye. See you later.