

Урока английского языка по теме «Природные процессы» (9 класс)

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План-конспект урока составлен для 9 класса школ с базовым изучением английского языка. Задания и упражнения рассчитаны на учащихся со средним и высоким уровнем владения английским языком на данном этапе изучения. На уроке предполагаются индивидуальная, парная и коллективная формы работы.

Цель: прогнозируется, что к концу урока учащиеся смогут составить рассказ о том, как происходят природные процессы.

Задачи:

- развивать умение восприятия и понимания речи на слух;
- активизировать употребление учащимися новых лексических единиц в устной речи;
- актуализировать употребление лексических конструкций через систему упражнений;
- формировать у учащихся умение планировать свое коммуникативное поведение;
- развивать познавательный интерес, повышать интеллектуальный уровень учащихся;
- содействовать развитию культуры взаимоотношений при работе в парах.

Оборудование: мультиборт, доска, мел, презентация и видеоролик к уроку.

Дидактическое оснащение: УМК к учебнику 9 класса, наглядный и раздаточный материал.

Ход урока

I. Организационно-мотивационный этап

T: Good morning, boys and girls. I'm glad to meet you. Let's begin our lesson.

T: Now I offer you to listen to the different sounds. Say all the words that come to your mind when you hear them. The words can be of different parts of speech. (звукозаписи)

<https://drive.google.com/drive/folders/1SkUbWdFsySYoGdq5nt943NA0hSn-cds1?usp=sharing>

Sound 1 – thunderstorm, lightning, rain, a shower, bad weather, dark clouds, heavy rain, cold weather, umbrellas, wet, etc.

T: Do you like such weather? Why? What season can it be? Why do you think so?

Sound 2 – sunny weather, birds singing, forest, picnic, cloudless sky, morning, bright sunshine, heat

T: Are the sounds pleasant? Would you like to appear in such a place now? What season is it?

Sound 3 – snow, frost (y), cold weather, sun shines brightly, heavy snow, to freeze, ice, playing winter sports games, sunny, snowballs, to sledge, ice hole, etc.

T: What season is it? Are you waiting for such weather this winter? What can you do then?

II. Основной этап

Речевая зарядка

T: I'm waiting too. But today the weather isn't such as in the last audio. What is the weather like today? Use the phrases on the screen to describe it. (*Презентация, слайд 1.*)

- It is + adj.(cold, windy);
- It's + V ing (snowing, raining);
- There is (are) + noun (snow, rain, clouds).
- It's ... degrees Celsius above (below) zero.

T: What season does it look like? Why do you think so?

T: Look at the picture and say what the weather was yesterday? Mind the tense. (*Слайд 2.*)

T: Is it getting worse or better?

Совершенствование лексических и грамматических навыков

T: You know that very often to start a conversation people begin talking about weather. Let's read the dialogue. (*Приложение 1.*)

A: *I'm going for a walk. What's the weather like?*

B: *It's snowing heavily. The sky is overcast. And it's chilly. Do you enjoy such weather?*

A: *Not very much, really. I feel under the weather when it's snowing.*

B: *And I can't stand such weather.*

A: *What do you usually do in such weather?*

B: *I usually stay at home and enjoy reading my favorite book, watching a film or just listening to music. Are you still going out?*

A: *May be not. I'd better make a cup of hot chocolate and find a gripping adventure film to watch.*

*It rains cats and dogs.
Lovely weather for ducks!
It's a lovely / nasty day.*

T: Make up your own dialogues describing today's weather. Change the underlined phrases. Use any from the card.

T: And now you can easily guess the topic of this lesson.

P: Weather.

T: It's true. We continue discussing weather. But today the content of our discussion has a lot in common with Geography and Physics. We are going to speak:

- about natural processes;
- water cycle;
- and how weather is formed. (*Слайд 3.*)

T: And at the end of the lesson I'd like you to tell us how weather works.

T: We speak a lot about weather. But what is weather? Put the words of the definition in the right order. <https://learningapps.org/watch?v=pbwv5jqck23>

T: What atmospheric factors influence weather?

P: Air pressure, temperature, humidity, precipitation

T: Right. To continue working efficiently let's remember the definitions of these words. <https://wordwall.net/ru/resource/46880007>

T: Good job.

Восприятие и понимание речи на слух

Предтекстовый этап

T: I see that you are partly weather-wise. In my opinion it is worth having a deeper understanding of weather.

T: For this purpose, we are going to watch one educational video. But we need to have a look at some new words. Listen, read and guess their meaning. (*Слайды 4-11.*)

to heat

humid

heating

condensation

solar

a droplet (drop)

equator

a snowflake

to evaporate

T: Do the exercise on your cards. Fill in the blanks with the new words. (приложение 2)

1. The energy that comes from the Sun h.... the Earth. (heats)
2. The h..... is different during day and night. (heating)
3. Different surfaces reflect different amount of s.... energy. (solar)
4. Water e..... and vapour rises into atmosphere making it h.... . (evaporates, humid)

5. C..... is when water vapour turns into small water d....., which form clouds. (Condensation, droplets)

6. Water freezes in the clouds and turns into ice crystals, which make up s..... (snowflakes).

T: Let's check it. (The answers are on the screen) Well-done. (*Слайд 13.*)

Текстовый этап

https://drive.google.com/drive/folders/11Zp6pioOnP-aq6IwroH8jiJZt0KM0PuA?usp=drive_link

T: Now watch the video (*видеозапись*) and think what it is about. (word cloud) (*Слайд 14.*)

T: What is this video about? The word cloud will help you.

P: The video is about WEATHER FORMATION.

T: Right. Let's watch it once again. Be ready to put all the steps of how weather works into the correct order. (*На доске рабочие листки* (Приложение 3).)

- | | |
|----------------|------------------|
| 1. Heating | 3. Condensation |
| 2. Evaporation | 4. Precipitation |

Последтекстовый этап

T: Now you will work in pairs (groups). Pair 1 is called "HEATING". Pair 2 – "EVAPORATION". Pair 3 – "CONDENSATION". Pair 4 – "PRECIPITATION".

T: You see sheets of paper that are stuck on the walls. Stand up and find the sentences that describe the step that your pair (group) represents. (приложение 4)

T: Then stick them on the sheets of paper in the right order. Check it with the video.

Развитие умений монологической речи

T: You will work as sound directors. There is a part of video with steps of water cycle. Each pair should sound only their step. Let's look through the mute video. (видео без звука)

https://drive.google.com/drive/folders/11Zp6pioOnP-aq6IwroH8jiJZt0KM0PuA?usp=drive_link

T: On the board there is a picture of weather formation. (*Плакат* (Приложение 5.)) Stick your sheets of paper under the part of the picture that shows your step. And explain.

1. *For weather to occur, there must be energy. It comes from the Sun, which heats the Earth. The Sun also heats the water, which is on the Earth.*

2. *Water becomes water vapour and evaporates. The vapour rises into atmosphere making it humid. When it rises higher, it mixes with the cold air.*

3. *And water vapour turns into small water droplets, which form clouds. That is condensation.*

4. *The cloud becomes too heavy because little droplets run into each other and drops grow. The air can't hold them anymore and they start falling to the ground in the form of rain, hail or snow.*

T: You've done everything correctly. We see the whole system of weather formation now. To sum it up let's listen to She (he) explains us this process once again.

T: Great job.

T: The last question is what will happen if there is no water?

P: If there is no water there will be no evaporation, then condensation, then precipitation, then plants, then animals and birds, and no people. There will be no life.

T: What should we do to save it?

P: We should protect nature.

III. Заключительный этап. Рефлексия

T: The lesson is almost over. That is why let's make a conclusion. There is a ladder of success. Take stickers of pink color and write a phrase about what you know after the lesson. On a yellow sticker write down what you understand at the lesson. Finally, on a green sticker write down what you can do now. (Приложение 6.)

I know

- why it is raining (snowing, hailing);
- how to read new words;
- what evaporation (condensation) is;
- how weather works;
- the steps of weather formation;
- how the clouds are formed.

I understand

- what weather is;
- where weather occurs;
- how to use new words;
- how to say weather forecast;
- why we should protect nature.

I can

- speak about weather formation (water cycle);
- write about weather formation (water cycle);
- listen and understand what people say about weather;
- use new words in speech;
- make up dialogues about weather;
- sound a video.

T: Your hometask is:

– ex. 6b p 132 (to write down the whole process of weather formation in your exercise-books)

– or ex. 3b, d p 130-131 (to read the text about weather formation and answer the questions)

T: Boys and girls, you were very successful today. It was very interesting to work with you. And your marks are.

T: You have 8 (9, 10). ... I'm satisfied with your work today. Your answers were full. You used new words, didn't make mistakes and made right sentences, read fluently.

– You have 6 (7). Your work was good, but not enough. You should read more. You made some mistakes in pronouncing words and making sentences.

– Unfortunately, you have 3 (4, 5). You should be more attentive, active. Learn the words, read more texts.

Литература

Английский язык: учеб. пособие для 9-го кл. учреждений общ. сред. образования с рус. яз. обучения: с электронным приложением / Л. М. Лапицкая [и др.]. – Минск: Вышэйшая школа, 2018. – 303 с.

Приложение 1

Make up your own dialogues describing today's weather. Change the underlined phrases.

A: I'm going for a walk. What's the weather like?

B: It's snowing heavily. The sky is overcast. And it's chilly. Do you enjoy such weather?

A: Not very much, really. I feel under the weather when it's snowing.

B: So do I. (Neither do I.)

A: What do you usually do in such weather?

B: I usually stay at home and enjoy reading my favorite book, watching a film or just listening to music. Are you still going out?

A: May be not. I'd better make a cup of hot chocolate and find a gripping adventure film to watch.

It rains cats and dogs.

Lovely weather for ducks!

It's a lovely / nasty day.

Make up your own dialogues describing today's weather. Change the underlined phrases.

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B: So do I. (Neither do I.)

A: What do you usually do in such weather?

B: I usually stay at home and enjoy reading my favorite book, watching a film or just listening to music. Are you still going out?

A: May be not. I'd better make a cup of hot chocolate and find a gripping adventure film to watch.

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Приложение 2

Fill in the blanks with the new words.

1. The energy that comes from the Sun h.... the Earth.
2. The h..... is different during day and night.
3. Different surfaces reflect different amount of s.... energy.
4. The Earth is heated more at the e..... than at the north and south poles.
5. Water e..... and vapour rises into atmosphere making it h.... .
6. C..... is when water vapour turns into small water d....., which form clouds.
7. Water freezes in the clouds and turns into ice crystals, which make up s..... .

Fill in the blanks with the new words.

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Приложение 3

HEATING

EVAPORATION

CONDENSATION

PRECIPITATION

For weather to occur,

there must be energy.

It comes from the Sun,
which heats the Earth.

The Sun also heats the
water,

which is on the Earth.

Water becomes water
vapour

and *evaporates*.

The vapour rises into atmosphere making it humid.

When it rises higher,

it mixes with the cold air.

And *condensation* occurs.

It happens when water vapour

turns into small water

droplets, which form clouds.

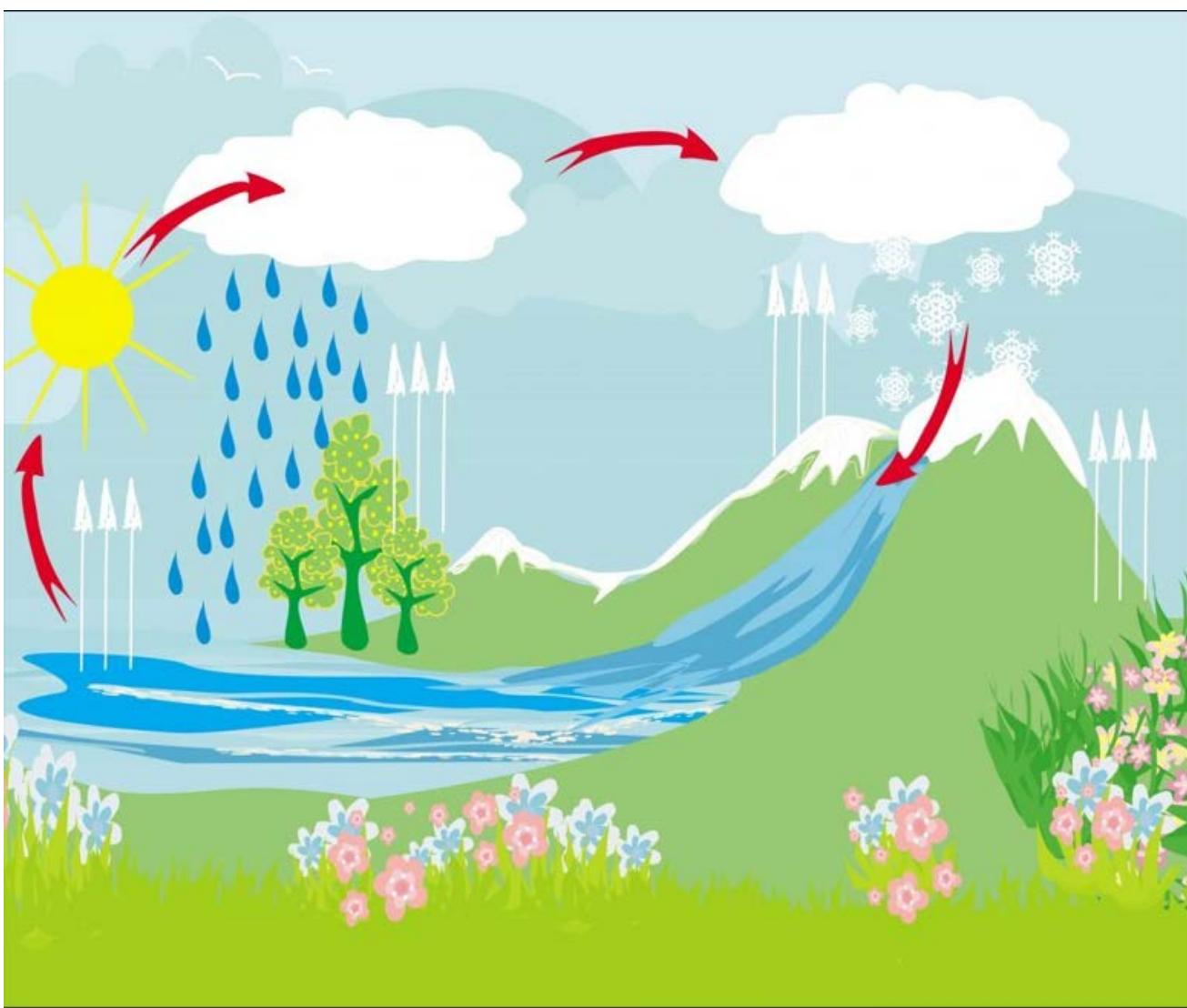
The cloud becomes too heavy because

little *droplets* run into each other and *drops* grow.

The air can't hold them anymore and they

start falling to the ground
in the form of *rain, hail*
or *snow*.

Приложение 5



I know

I understand

I can

I know

- why it is raining (snowing, hailing);
- how to read new words;
- what evaporation (condensation) is;
- how weather works;
- the steps of weather formation;
- how the clouds are formed.

I understand

- what weather is;
- where weather occurs;
- how to use new words;
- how to say weather forecast;
- why we should protect nature.

I can

- speak about weather formation (water cycle);
- write about weather formation (water cycle);
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- how to use new words;
- how to say weather forecast;
- why we should protect nature.

I can

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- write about weather formation (water cycle);
- listen and understand what

<ul style="list-style-type: none">- people say about weather;- use new words in speech;- make up dialogues about weather;- sound a video.	<ul style="list-style-type: none">- people say about weather;- use new words in speech;- make up dialogues about weather;- sound a video.
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