План-конспект урока английского языка Клыбик Н.Т.

Класс: 9

**Тема:** **Climates of the world**

**Вид урока**: традиционный.

**Формы работы**: индивидуальная, парная, коллективная.

**Цель**: совершенствование лексических навыков.

**Задачи**:

*образовательная:* способствовать развитию умений восприятия иноязычной речи на слух по данной теме;

*воспитательная:* содействовать развитию познавательного интереса через содержание учебного материала;

 *развивающая:* способствовать развитию памяти, внимания, мышления и воображения у учащихся. **Оборудование**: аудио проигрыватель, доска, мел.

**Дидактическое оснащение:** учебник «English 9. Student’s book» (Л. М. Лапицкая и др.); рабочая те­традь «Workbook,9» (Л. М. Лапицкая и др.); наглядный и раздаточный материал.

Ход урока:

1. **Warm-up**

Say that you begin learning to speak about different climates.

T: Do you know the difference between weather and climate'!

SB, ex. la. Do the first three sentences as a whole-class activity, and then set up pair work. Ask Ss to write the answers in their exercise books. Then Ss could exchange their written works and check with the key.

Key (in order of appearance): weather, weather, climate, climate, weather, weather, climate, weather.

SB, ex. lb. Ss work in pairs (3 minutes). Ask 2 Ss to present their summaries about weather and climate. The other Ss fo) low the answers and agree or disagree, add the missing information.

Setting the aim. Ask Ss to formulate the aim of the lesson: 1) listen, read and understand brief information about the cli mates of Belarus, the USA and the UK; 2) speak about the climates of these countries. Emphasise that Ss have to use 8-10 sentences in their presentations of different climates.

**II. Vocabulary presentation**

Presentation on the basis of compensation strategies.

SB, ex. 2a. It’s easy to remember and understand the words which mean different climates because many of them sound like the words in our native language. Ss do the task according to their textbook.

First, they read the group names of climates and look through the rest of the words.

Don’t hurry to translate the words that Ss haven’t guessed, as using compensation strategies will help them understand all of them.

SB, ex. 2b. Ss should have a sample of reading, so either ask the fastest learners to read texts I—III for the rest of the class or set pair work. Stop after each paragraph and check understanding of the new vocabulary, denoting climates, with the whole class.

SB, ex. 2c. Practise reading and pronunciation of the new vocabulary first with the whole class, then in pairs and individually. Use the map legend on p. 146.

**III. Vocabulary practice: speaking, listening, reading**

A

SB, ex. 3a. Study the Help box with the whole class. Ask a fast S to read it and comment on the problem points. Ask a few Ss to complete the sentences in the Help box about the climate of the US. The whole class repeats sentence by sentence. Now the class is ready to speak about the climates of the countries in pairs (4-6 minutes).

Example (about the USA):

The climate of the USA is influenced and conditioned by its location. As it is situated in the south and centre of the North American continent, its climate is mostly humid continental.

The climate of the USA varies due to its size. It covers a large area, so its climate ranges from humid subtropical to arid (desert ) and semiarid to highland.

It’s marine in coastal areas, it’s tropical on the Pacific coast, and it’s subarctic and tundra in Alaska.

The winter temperatures can drop to -50 °C, and in summer they are usually 25 °C, but rise to 35 °C.

SB, ex. 3b. When the time is up, ask three Ss to speak about the climates of the three countries. The rest of the class listen and say if the presented descriptions fit their own ones.

B

@ SB, ex. 4a. Ss read the texts three times.

1. Ss read the task and listen to each text, following it. After each text, they are to decide if it is like their own description. They can do the task in pairs, e.g. SI: Yes, my text was very similar. - S2: I didn’t say that the climate of the UK is influenced by the sea.

2. Ss do shared reading with the whole class. Before reading each of the texts ask the following questions:

The UK: What influences the climate of the UK? How?

The USA: Where are the highest and the lowest temperatures recorded in the US?

Belarus: How many sunlight hours do we have annually? What is the amount of precipitation in Belarus?

Pause after each text for Ss to answer the questions in pairs. One S gives the answer for the whole class, so that everybody could check their answers.

SB, ex. 4b.

3. Ss do individual silent reading or read aloud in pairs in slower classes.

4. Ss do the tasks of the exercise: they answer the question in pairs and they play “The Last Sentence” game with the whole class. It is necessary to set the time for the game.

Mingling activity: “What’s typical of the climate?”

Prepare the cards using the information below.

One group of Ss has words naming climates of the world, the other group has key words to describe these climates.

Ss walk around the classroom, and the ones who have the; words might ask:

- What’s typical of your climate?

- It’s warm and rainy. It’s also very humid.

-Is it a tropical climate?

- Yes, it is. It has only two seasons - dry and wet.

Ss go on asking each other, till they find their match. When they do, they discuss what is typical of their climate.

For the cards

*Tropical two seasons* - dry and wet; hot rainy weather; humid air; wet ground; a lot of juicy, beautiful plants; noisy birds mid insects.

*Humid continental* four distinct seasons; a wide range of temperatures; a variety of weather conditions in all seasons; n lot of types of weather; enough precipitation for plants; high relative humidity; about 50% of possible sunlight hours; temperate climate; comfortable conditions for living.

*Marine* occur on seacoasts and ocean coasts; influenced by the sea; temperate conditions; never too cold and never too hot; n lot of precipitation spread evenly throughout all months; rainy, cloudy weather.

*Arctic* very cold; long months of snow cover and ice; short period of warm weather; few sunlight hours; poor vegetation; uncomfortable for living; few people.

*Arid (desert)* very hot and dry; a lot of sunshine; chilly at night; almost no precipitation; uncomfortable for plants, animals and people.

SB, ex. 4c. Ss answer the questions of the exercise in pairs. They give arguments for the climate they like - at least 5-6 sentences.

Have a quick feedback activity with the whole class: Ss only name a climate without explaining why they like it.

**IV. Workbook activities**

WB, ex. 1. Ss do the exercise in pairs and check with the key. To check the whole class, set reading aloud of the left column of the exercise.

Key: 2A, 3B, 4E, 5G, 6D, 7F, 81, 9 H, 10M, UK, 12N, 13J, 140,15L.

WB, ex. 2a. To do the exercise as quickly as possible, set pair work distributing parts 1-5 among the pairs. Provide the key for the pairs to self-check their part. Then each pair reads their part aloud and the rest of the class follow and circle the right word. In a slower class the pairs might give a brief summary in 11 for better understanding.

Key: (1) 2 - located, 3 - precipitation, 4 - largest; (2) 5 - covers, 6 - the Wasatch Mountains, 7 - preventing; (3) 8 - is called, 9 - landscape; (4) 10 - the Great Basin Desert, 11 - the Mojave Desert, 12 - amazing wildlife; (5) 13 - populated, 14 - are linked, 15 - the Western United States, 16 - bright.

**V. Homework**

SB, ex. 5. Ss read the task and the Help box. Ss can ask questions to be able to do the task at home individually. WB, ex. 2b, 3.

**VI. Round-up**

Ss check each other in pairs to see if they have achieved the aim of the lesson: whether they understood the text and can speak about the climates of the countries, using 8-10 sentences.

Choose two Ss to listen to while they are working in pairs.

Give marks to all Ss together with the class.