

Практичне заняття з англійської мови на тему “EXTRAORDINARY WEATHER”

У розробці заняття з англійської мови для студентів 3 курсу мовних спеціальностей пропонуються ефективні вправи і прийоми роботи для розвитку мовленнєвої компетенції студентів у читанні, говорінні та письмі. Визначені цілі заняття. Пропонуються вправи для розвитку умінь аналітичного читання на основі автентичних текстів, вправи для розвитку вмінь і навичок розмовної мови з використанням англійських ідіом, вправи для розвитку граматичних навичок студентів.

Ключові слова: погода, цілі уроку, план уроку, вправи.

Ціпан Т. С. Практическое занятие по английскому языку для студентов 3 курса языковых специальностей

В статье представлена разработка практического занятия для студентов 3 курса языковых специальностей по теме “Экстраординарная погода”. Определены цели занятия. Предложены упражнения для развития умений аналитического чтения на основе оригинальных текстов, упражнения для развития умений и навыков разговорной речи на основе английских идиом, упражнения для развития грамматических навыков студентов.

Ключевые слова: погода, цели урока, план урока, упражнения.

Tsipan T. The English Lesson for 3-year Students on the Topic “Extraordinary Weather”

The article presents the English lesson notes for the 3-year students. Communicative, educational, cultural and developing objectives are determined, the outline of the lesson is offered. The lesson notes contain reading tasks – the texts “The Storm”, “Fog”, “Weather Lore”. Such activities for the development of students’ vocabulary as answering questions, finding the words with “weather” meanings, explanation of English proverbs, sayings and synonymous expressions, paraphrasing statements are offered.

Key words: weather, aims of the lesson, lesson notes, teaching techniques, activities.

Aims of the lesson:

- to review the vocabulary to the topic “Weather”;
- to develop students’ skills in analytical reading;
- to practice students’ skills in listening, oral and written speech.

Equipment: pictures of different kinds of weather; English idioms about the weather

I. Greeting. Introductory talk.

T: Good afternoon. Every morning before leaving home we try to know the forecast for today. Why is it important for us to know it? (Students give their ideas):

St1: The weather influences our health and mood.

St2: The weather makes us choose our clothes and take such necessary things as umbrellas, sunglasses, raincoats etc.

II. Review of the vocabulary

T: Our today’s lesson is dedicated to weather. Let’s review the vocabulary to the topic “Weather”. Look at the pictures on the blackboard, they will help you find the right words (*pictures represent different kinds of weather in autumn*). Students give their portions of the words about extraordinary weather (*students review the vocabulary to the topic “Weather”*).

St1: dark clouds, heavy rain, drought, mist, fog, heat, cold, puddles, stormy sky, wind, bright flashes of lightning, thunder, Indian summer.

St2: to rain, to drizzle, to clear up, to hail, to pour.

St3: nasty, chilly, cool, muddy, foggy, overcast.

T: Look at the window. It is autumn and the weather is fine. But sometimes nature overturns and we have extraordinary weather event such as a thick fog, drought, extreme heat or cold, strong storms that cause many people to suffer. Have you ever been caught in a storm or in a very thick fog? Have you ever been wakened in the night by the loud claps of thunder, and the bright flashes of lightning? Try to describe the weather in storm or in fog. The texts below will help you do it. *Students read the texts below and answer the questions:*

III. Reading comprehension.

THE STORM

By degree the horizon became covered with thick clouds, the wind swept fearfully along the coast, the billows rose, and for the space of fifteen days we were witnesses of a scene of whose majesty and terrific grandeur man cannot form an idea. Nature seemed overturned. The trees bent to the terrible blasts, the lightning and the thunder were mingled with the wind and the storm; in one word, it was a concert of Nature’s many voices, where the deep tones of the thunder served for the bass, and harmoniously blended with the sharp whistling of the storm. It seemed to us that the storm of last year had been nothing in comparison to it. Nevertheless, the winds began to calm, and the rain, instead of beating down upon us in torrents, began to fall with that despair-inspiring uniformity which we felt would last for twelve long weeks. The first moments of our seclusion

were sad enough, but necessity reconciled us to our situation, and we began as cheerfully as possible to arrange the interior of our subterranean habitation [1].

1. What were the signs of the approaching storm?
2. How long did it last?
3. How did the storm affect the trees?
4. What did the writer think the noises of the storm sounded like?
5. What made the low notes?
6. When had the last severe storm occurred?
7. What sort of weather followed the storm?
8. How long did they believe this would last?
9. Where had they made their home?

T: Read the text again and find the words with these meanings:

e.g. home under the ground – subterranean habitation;
gradually –
inside –
large waves –
people who saw what happened –
upside down –
mixed with –

FOG

Fog is one of the unpleasant features of our weather. Transport is handicapped by it, and although motorists put on their lights, they cannot see very far ahead, so we have to be extra careful when crossing roads. The fog gets up our nose, tickles our throat and covers everything with clinging black dirt.

When it is foggy, the atmosphere is cold and still. The sun is completely blotted out by the blanket of fog, making daytime look like night. But what is fog? It is made of two things – dust and water. If there were no dust there would be no fog.

There is always dust in the air, although it cannot be seen. In the smoky parts of our cities there is a great deal more dust and dirt than there is in the country. This is why fog is yellow-black, but in the country it is generally white. There is a lot of dust floating about in the air all the time. Perhaps you have seen it in the glare of a bright light or a ray of sunshine [3].

1. In which part of the year are we most likely to suffer from fog?
2. What can motorists use to help them to see more clearly?
3. Why would you take great care if you were crossing the road on a foggy night?
4. What does the fog do to people as they breathe it in?
5. What unpleasant thing is present in fog?
6. Why is it so dark on a foggy day?
7. How could we get rid of fog?
8. In what way is country fog different from town fog?

T: Continue each of the following lists of words of your own choice:

Fog – dense, coughing, groping...

Sun – bright, rays, glare...

Wind – blustery, gale, rough...

WEATHER LORE

From among the hundreds of old weather “saws” only a few have any foundation in meteorological fact.

One of the truest proverbs is:

“Red in the morning, shepherd’s warning;
Red at night, shepherd’s delight”.

You may remember that the same proverb appears in different wording in the Bible, when Christ said:

“When it is evening ye say it will be fair weather, for the sky is red. And in the morning: It will be foul weather today, for the sky is red and lowering”.

These words have stood the test of centuries.

There is also a good deal of truth in the proverb:

“Rain before seven,
Fine before eleven”.

It often happens that a small sign of bad weather will start in the early hours of the morning and will usually clear within six or seven hours at the most.

We are all familiar with the pale watery-looking sunset that denotes coming rain, or after sunset an equally watery moon or one with a halo round it.

“Last night the sun went pale to bed,
The Moon in haloes hid her head...

’Twill surely rain – I see it with sorrow,
Our jaunt must be put off tomorrow” [4].

1. What is meant by the word “saws”?
2. What sort of weather would you expect if you saw a red sky when you woke up?
3. If you had planned a picnic for next Wednesday what would you hope to see through the window on Tuesday night?
4. Why is it that if it rains very early in the morning you can be fairly sure you will not need your mackintosh when you come home from school?
5. Mention two signs about the moon that would make you fear that a wet day was to come.
6. What do you think is meant by a “jaunt”?

T: Give as many examples as you can of proverbs and sayings about the weather.

St1: Every cloud has a silver lining.

St2: Make hay while the sun shines.

St3: After clouds comes sunshine.

St4: As the days grow longer, the storms are stronger.

T: Say (write) the explanations of the following English proverbs and sayings:

1. One swallow does not make a summer.
2. There is nothing new under the moon.
3. Go and chase the wind in the field.

4. Day and night are quick to flight.
5. Pay in, pay out.
6. A day feeds a year.
7. A peasant needs thunder to cross himself and wonder.
8. Prepare your cart in December, in July your sledge remember.
9. Rain and snow: out you go!

IV. Activities for the development of students' vocabulary.

T: Match idioms from A to their explanations from B:

ENGLISH IDIOMS ABOUT THE WEATHER

A. Rains cats and dogs -; clear the air -; to be full of hot air -; to be windy -; to be cloudy about something -; rain on someone's parade -; lightning never strikes twice in the same spot -; fair-weather friends -; a whirlwind tour -; take (give someone) a rain-check -; see which way the wind blows -; to have one head in the clouds -; to go through someplace like a tornado -; brainstorm -; save it for a rainy day -; take something by storm -; to strike like lightning -; to have a downpour of something -; under a cloud -; under the weather -; dawn on someone -; leave someone (get left) out in the cold -; take the wind out of someone's sails -; steal someone's thunder -; out of the blue (meaning out of a clear blue sky)-; get a second wind -; shoot and breeze -.

B. 1. rain very heavily. 2. a person who is loyal in good times but not when times are difficult. 3. a very quick and superficial tour without any time to go into or observe details. 4. to speed through somewhere causing major change and/or destruction on the way through. 6. to be unsure of an unfocused about something. 7. not to have a grasp or understanding of the reality, of a situation. 8. a bad incident will not likely happen to the same person twice (a saying which unfortunately is not accurate). 9. to say a lot of empty meaningless words; not to know what one is talking about. 10. to be very talkative without necessarily saying much that is substantial. 11. to have a deluge or considerable amount of something. 12. to bit hard and fast either physically or verbally. 13. to save something, usually money, for possible future need. 14. less than entirely trustworthy, suspected of some wrongdoing. 15. unwell, ill. 16. to accept a different time for an appointment from the original one; to request that an appointment be rescheduled. 17. to rush in and take something with considerable force, often causing pain and destruction. 18. to chat or to pass time by chatting, to talk idly. 19. to determine what actions or words will be popular or acceptable to one's superior. 20. to spoil or dampen someone's happy feelings. 21. to get a second burst of energy. 22. finally realize something that was perhaps already apparent to others. 23. to resolve hidden resentment or uncover hidden thoughts. 24. any idea that comes into mind in an attempt to find a solution to a problem. 25. to exclude someone from a place or activity. 26. unexpectedly,

and often suddenly. 27. to ruin or destroy someone's high expectations. 28. to steal someone's idea or words before he or she can share them [2].

V. Activities for the development of students' vocabulary

Save it for a rainy day

Definition: to save for a time of need, especially a time when one may really need money.

Illustrative sentences:

- Squirrels gather nuts in the fall for a rainy day.
Paraphrase: They store nuts for the time when there will be a need.
 - Each week my parents saved for a rainy day.
Paraphrase: They habitually put money in the bank against the time when they might need it.
- Synonymous expressions:**
- Lay up = to save for the future use, collect a supply of something;
 - Lay aside = to save;
 - Put by = to save for the future;
 - Save up = to put away for the future use.

Functional activity:

- ask students to give reasons why one should save for a rainy day;
- ask students to give examples of some things they would like to save up, put by, lay aside, or lay up for [2].

To skate on thin ice

Definition: to take a chance; to risk danger, disapproval, or anger

Illustrative sentences:

- You are skating on thin ice if you keep on talking like that to your father.
Paraphrase: you are asking for trouble.
 - I knew I was skating on thin ice to ask for a raise in salary, but I did not have more money.
Paraphrase: I knew I was taking a chance on being fired.
- Synonymous expressions:**
- Press one's luck = to depend too much on luck or chance.

Functional activity:

Ask students to use the idiom and synonymous expression to express the following:

1. *concern*. Begin the utterance with
 - a) I hope you know that ...if...
 - b) Be careful not to...
 - c) If you are too demanding...
2. *agreement*. Begin the utterance with
 - a) You are right, Joe is ...
 - b) I agree. We're...if...
3. *observation*. Begin the utterance with
 - a) I heard that she...because...
 - b) With that kind of attitude, John...
 - c) He failed in business because...[2]

Up in the air

Definition 1: in great anger or excitement

Illustrative sentences

- When he saw the damage to the car, my father went straight up in the air.

Paraphrase: He was greatly angered at me.

- The kids were all up in the air over the family trip to Disneyland.

Paraphrase: They were excited about the upcoming trip.

Definition 2. Not settled; undecided; uncertain

Illustrative sentences

- Our plans for the new house are still up in the air.

Paraphrase: We are uncertain about the new house.

- The fight had ended but the judges' decision about the winner was still up in the air.

Paraphrase: The winner of the fight was still undecided.

Related expression

- Leave hanging = to leave undecided or unsettled

Functional activity:

Ask students to determine if the following up in the air situations illustrate 1) anger or excitement or 2) an undecided or uncertain condition or state.

1. a father up in the air about a broken window in the house.
2. a doctor up in the air about the necessity of performing surgery.
3. a boss up in the air about the repeated tardiness of an employee.
4. a salesman up in the air about the possibility of a large and profitable sale.
5. a teacher up in the air about a student's disrespectful remark.
6. a lawyer up in the air about the failure of a client to pay his bill.
7. a store owner up in the air about a decision to enlarge the size of his store.
8. a movie actress up in the air about accepting an acting role offered to her.
9. a teenager up in the air about a chance to visit friends in Europe during the summer.
10. a housewife up in the air about the food she will prepare for invited dinner guests [2].

VI. MIND GAME "Weather"

1. How many words can you make out of "weather"?

The minimum number of letters in a word is three and the maximum is seven.

(Answers: Ate, art, are awe, ear, earth, eat, eater, era, ere, ewe, ewer, hare, hart, hat, hate, hater, haw, hear, heart, heat, heater, her, here, hew, hewer, rat, rate, raw, reheat, tar, tare, taw, tea, tear, tee, thaw, the, there, three, threw, tree, war, ware, wait, water, wear, wee, were, wet, what, wheat, where, whet, wrath, wreath, wreathe).

VII. Make up sentences to show you know the meanings of these words:

1. Blew – blue
2. Breath–breathe
3. Days–daze
4. Lightening–lightning
5. Pore–pour
6. Plain–plane
7. Rain–reign–rein
8. Raise–rays–raze
9. Road–rode–rowed
10. Weather–whether [5].

VIII. Summing-up: It's high time to finish our lesson. You have done a lot of activities today. (*Announcing the marks*).

IX. Home assignment. There are some ideas for writing. You can choose one (or two) of them for writing a composition for the next lesson.

1. One night you are wakened by a clap of thunder. You draw back the curtains and look out at the stormy sky. There is far too much noise for you to be able to go back to sleep. You find a piece of paper and a pencil and write a description of the storm as it is happening.
2. Write a story about two children who wander helplessly in a town, lost in the fog. They are guided to safety by a blind man.
3. Write about some extraordinary weather event such as a storm or flood. Your choice of vocabulary will be most important and will require careful thought beforehand. Make a list of the words that come into your mind as you think about your chosen subject.
4. If there is a heavy fall of snow, children love to take advantage of conditions that probably will last for only a short time. What do you enjoy doing in the snow?
5. When people say that it is a hard winter, what do they mean?
6. Think of a time when you were very wet indeed. Perhaps there was a heavy rainstorm and you were a long way from home. On the other hand, you might have fallen into some water. What happened when you reached home?
7. Write a composition under the heading "A Foggy Day".

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