

## Путешествуем по Австралии: урок английского

**Учитель:** Вабищевич Елена Николаевна

**Класс:** 11

**Тема урока:** Австралия – самый маленький континент

**Место урока в системе уроков по данной теме:** общая тема «Социокультурный портрет страны»; общее количество часов по теме – 14, 7-й урок по данной теме во 2 четверти

**Цель:** усвоение и актуализация лексического материала по теме, совершенствование навыка говорения.

**Задачи:**

**Общеобразовательные:**

- развитие речевого умения (монологическая и диалогическая речь); совершенствование навыка чтения с целью извлечения общей и детальной информации, восприятие и понимание иноязычной речи на слух;
- обогащение знаний учащихся культурологического и страноведческого характера.

**Развивающие:**

- развитие способности осуществлять продуктивные речевые действия, делать выводы из прочитанного, сравнивать и анализировать;
- овладение способами формирования и формулирования мысли на иностранном языке;
- развитие воображения, памяти, внимания.

**Воспитательные:**

- содействовать воспитанию ценностных гуманистических ориентаций учащихся, интереса и уважения к культуре других стран.

**Оборудование:**

1. Компьютер с аудио воспроизводящим устройством;
2. Интерактивная/ мультимедиа доска;
3. Видеозапись по теме урока (Интернет ресурс).

**Учебно-дидактический комплекс:**

1. Мультимедиа презентация к уроку, логико-смысловые схемы и таблицы, интеллектуальная карта

**Использованная литература:**

1. Английский язык: учебное пособие для 11-го класса учреждений общего среднего образования с русским языком обучения/ Юхнель Н.В. [и др.] – Минск: Выш. Шк., 2012.

**Основные методы:** словесный, исследовательский, наглядный, метод самостоятельной работы

## **Ход урока:**

### **1. Организационно-психологический этап (1 мин)**

*Цель: Обеспечение внешней обстановки, психологической готовности учащихся к работе на уроке, создание положительного микроклимата*

Teacher: Good morning, pupils. I'm glad to see you. Take your seats, please. I hope you are well today and ready to start our lesson. We have some guests today. I hope you won't betray me and yourself.

### **2. Ориентировочно - мотивационный этап (4 мин)**

*Цель: Сообщение темы урока, цели, определение конкретных задач для ее усвоения*

Teacher: Before I tell you the topic of the lesson I would like you to listen to a piece of music, which I'm sure will help you guess the topic of our lesson.

*(Звучит гимн Австралии в аудио воспроизведении)*

What type of music is this song? (It's a hymn. It's a hymn of Australia)

So, the theme of the lesson is Australia, one of the English speaking countries. Today at the lesson we summarize our knowledge about the country, its geography, nature, people; get new facts about culture and traditions through reading, listening and speaking. (Слайд 1)

### **3. Операционно-познавательный этап**

*Цель: Организовать целенаправленную активную познавательную деятельность по восприятию, анализу информации по теме*

#### **1) Вводная беседа по теме, актуализация субъектного опыта учащихся (8 мин)**

Teacher: By the way look at the main state symbols of Australia: the flag and the coat of arms. Does the flag of Australia remind you the flag of any other country? Which one? Why are they so similar (British flag – Australia is former British colony; six-pointed star – six British colonies; five other stars – Crux/ constellation in the southern hemisphere).

What associations do you have when you hear the word Australia? This question was asked in one of the Internet chats and all the answers can be grouped into 6 positions. Let's compare your associations and guess the positions. (Association Quiz) (Слайд 3-9)

In your textbooks you have the picture which symbolizes Australia in many ways. How can you explain this picture?

Pupils: Kangaroo is a symbol of Australia. The country which occupies the whole continent is situated in the southern hemisphere, at the end of the world in other words down under.

#### **2) Работа с текстом “Do you know that Australia ...”, проверка домашнего задания (10-12 мин)**

Teacher: I suggest you to know more about Australia with the help of exercise 2, page 107. That was your homework. Let's combine the parts of the text into three groups:

Group N1: parts 1, 4, 8, 10

Group N2: parts 2, 5, 6, 11

Group N3: parts 3, 7, 12, 13

Why do you think I combine them this way? (They tell us about the various aspects of the country: geographical situation, nature and wild life, people and nature. Now, let's check your memory. Use the table to cover the information (Слайд 10):

**Key to the text: 1, 6, 80, 200, 80%, 1/3, 6,2, 3, 100%, 36,735 km., 7000 beaches, 25 degrees, 150 million, 1700s, 19th century.**

<ul style="list-style-type: none"> <li>• Number 1</li> <li>• The sixth</li> <li>• 1/3</li> <li>• 36,735 km</li> <li>• 7000</li> <li>• 8 to 25 degrees</li> </ul>	<ul style="list-style-type: none"> <li>• 200 languages</li> <li>• 80% of people</li> <li>• 100%</li> <li>• 1700s</li> <li>• 19<sup>th</sup> century</li> </ul>	<ul style="list-style-type: none"> <li>• 80 million</li> <li>• 6 meters</li> <li>• 2 or 3 people</li> <li>• 3 kilograms</li> <li>• 150 million</li> </ul>
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Teacher: Look through the words given in bold in the text. What do you think they mean?  
Let's fulfill the intellectual card of the text:

Australia				
	Nouns	Adjectives	Verbs	Others
Geography	equator, island, continent, country, capital, kilometer, ocean, climate, degree, land <b>hemisphere, coastline, beach, temperature range</b>	big, small, flat, dry, long, hot, cold	to be linked by, to be washed by,	one third, no part is more than
Population	language, vocabulary, aborigine, accent, the Australians, ancestors <b>literacy rate, settler, prisoner,</b>	official, specific, <b>monolingual, smart</b>	to survive, to be spoken by, to settle, to be sent, <b>to convict, to claim, to double,</b>	for a period of time
Nature	kangaroo, specie, diversity, reptile, crocodile, length, creature, organisms, sheep, exporter, wool <b>icon, oyster, lamb</b>	national, native, dangerous, <b>saltwater</b>	to reach, to be attacked, to weigh, to be found <b>to estimate</b> (ОЦЕНИВАТЬ)	for short, of about

Teacher: Answer the questions and say:

- What facts about Australia were new to you?
- What facts have struck you?
- What other interesting information about Australia would you like to share with your group mates?

*Clichés*: **The fact that ... was new to me.**

**The most striking fact was to know that ...**

**I would like to share with my classmates the facts about ...** (слайд 11)

**3) Динамическая пауза (зарядка для глаз):** написать букву латинского алфавита глазами (1 мин)

**4) Освоение лингвострановедческого материала (15 мин)**

Teacher: We have known from the text that “Strine” is Australian English. It is very specific: informal, friendly and often funny. Some words are shortened English words. Then there are special words for farming and the life of the countryside. The others are popular Australian words that some people use all the time. Let's look at them in exercise 6a, page 110 (фонетическое чтение слов, диалогическая речь).

Below you see the conversation between two people in Strine. Translate it into English and role play.

- Hello, friend. Are you playing football today?
- No, I'm going to a Barbecue out of town. There will be a lot of sweet drinks, and good food. Why don't you come too?
- Thank you, but I'm busy in the afternoon. I'm going to see my girlfriend. She is ill.
- Well done, friend.
- Good bye.

Teacher: We've known plenty of new facts about Australia. Before Christmas and New Year celebration, we cannot but to say about the traditions and customs of celebrating these popular holidays in Australia and the main differences between European and Australian Christmas. One of the pupil had a task to prepare a short report about it. (Слайд 12-17) (монологическая речь)

### **Main differences between European and Australian Christmas.**

1. You are used to have white and snowy Christmas?! Forget about it. In Australia it is bright and yellow as it is celebrated in the first month of the southern summer.
2. **Forget the snow, forget the sleighs.** In Australia people celebrate Christmas on the beach swimming and sunbathing.
3. **Snowmen?** Of course, but not made of snow, but made of sand.
4. **Forget the turkey.** The trend for Christmas in Australia has been toward seafood - prawns, lobsters, crabs, mussels and so on.
5. **But for the rest, all the same:** Santa Claus (sweltering in his heavy suit), Christmas cards (some depicting snow and sleighs too), Christmas carols, heavy shopping and Christmas gift-giving.
6. **Church services** For the religious there's Midnight Mass and Christmas Day services.
7. The big events of the Christmas season are the **Carols By Candlelight**. The big ones are in Sydney and in Melbourne. Smaller cities, and towns, and villages and suburbs, too, may have their own Carols by Candlelight versions.

Teacher: Would you like to celebrate Christmas or New Year in Australia? Why? I suggest you to listen to the impressions of people, who celebrate Christmas in Australia.

(восприятие и понимание иноязычной речи на слух)

<http://www.telegraph.co.uk/topics/christmas/8977304/Australians-and-tourists-celebrate-Christmas-Day-on-Sydneys-Bondi-Beach.html>

Where are they from? What do they enjoy?

### **4. Оценочно-рефлексивный этап (4 мин)**

*Цель: подведение итогов урока, качественная характеристика работы группы, инициирование рефлексии учащихся по поводу своей деятельности; объяснение домашнего задания, инструктаж его выполнения*

Teacher: What do you think about our lesson? Use the phrases to begin your answer:

- I knew .... I've known .... I'd like to know more....
- It was interesting to...
- It was funny to...
- I had difficulties with ...
- It was easy for me to...

**Home Work:** a project "Australia – an unknown country" (Слайд 18)