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МЕТОДИЧНА РОЗРОБКА УРОКУ АНГЛІЙСЬКОЇ МОВИ ДЛЯ СТУДЕНТІВ ПРОФЕСІЙНО-ТЕХНІЧНИХ ЗАКЛАДІВ

У цій публікації представлено методичну розробку уроку англійської мови на тему «Природа і довкілля» (підтема «Вплив науково-технічного прогресу на життя людини і довкілля») для студентів I курсу професійно-технічних закладів освіти.

Ключові слова: англійська мова; професійно-технічний заклад освіти; урок.

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МЕТОДИЧЕСКАЯ РАЗРАБОТКА УРОКА АНГЛИЙСКОГО ЯЗЫКА ДЛЯ СТУДЕНТОВ ПРОФЕССИОНАЛЬНО-ТЕХНИЧЕСКИХ ЗАВЕДЕНИЙ

В этой публикации представлена методическая разработка урока английского языка на тему «Природа и окружающая среда» (подтема «Влияние научно-технического прогресса на жизнь человека и окружающей среды») для студентов I курса профессионально-технических учебных заведений.

Ключевые слова: английский язык; профессионально-техническое учебное заведение; урок.

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THE ENGLISH LANGUAGE LESSON PLAN FOR VOCATIONAL SCHOOL STUDENTS

This work presents the English language lesson on the theme «Nature and the environment» (topic «Influence of scientific and technological progress on human life and the environment») for the first year vocational school students.

Keywords: the English language; vocational school; lesson.

Тема: *Nature and the environment* (Природа і довкілля).
Підтема: *Influence of scientific and technological progress on human life and the environment* (Вплив науково-технічного прогресу на життя людини і довкілля).

Методичне зауваження. Тема «Природа і довкілля» входить до тематики ситуативного спілкування з англійської мови «Природа», яка вивчається на I та II курсах професійно-технічних навчальних закладів. Цей урок ураховує основні принципи професійно спрямованого викладання предметів загальноосвітнього циклу: дотримання принципів зв'язку теорії та практики, навчання і виховання, реалізація міжпредметних зв'язків, модернізація всіх

видів навчальної діяльності, застосування інформаційних технологій, використання завдань професійного спрямування, упровадження новітніх педагогічних технологій. Ключовим компонентом організації навчальної діяльності під час цього уроку є мотивація, яка ґрунтується на потребі та готовності до засвоєння нових знань, формуванні мовленнєвих навичок і розвитку комунікативних умінь. Важливою умовою є наявність пізнавальної потреби і мотиву до самовдосконалення.

Цілі уроку:

- **Навчальні:** ознайомити студентів з новою лексикою та активізувати її вживання в мовленні, збагачувати словниковий запас студентів, практикувати студентів в аудіюванні та читанні текстів з метою отримання загального уявлення й максимально повного і точного розуміння всієї інформації, що міститься в текстах, розвивати уміння висловлювати власні думки і припущення.
- **Освітня:** розширити знання студентів про природні катаклізми, проблеми екології та навколишнього середовища, шляхи їх подолання.
- **Розвивальні:** розвивати фонематичний та інтонаційний слух, мовну і контекстуальну здогадку, пам'ять, увагу, логічне мислення, мовленнєву реакцію, загальну культуру спілкування.
- **Виховні:** виховувати розуміння актуальності проблеми забруднення навколишнього середовища, сприяти розвитку бажання зберегти планету та види, які її населяють, формувати поважне і відповідальне ставлення до природи, усвідомлювати роль людини у взаємодії з природою та екологічні проблеми.
- **Методичні:** впроваджувати діалогічні та інтерактивні методи навчання з використанням інформаційно-комунікаційних технологій на уроці англійської мови.

Тип уроку: урок розвитку мовленнєвих умінь.

Методи проведення уроку:

- **Словесний:** бесіда, розповідь, пояснення.
- **Наочний:** слайди мультимедійної презентації, роздавальний дидактичний матеріал.
- **Практичний:** виконання різнорівневих завдань.

Обладнання уроку: стенд «Сьогодні на уроці», мультимедійна презентація викладача «The nature and the environment», відеофрагменти «Learn all about natural environment» (<https://www.youtube.com/watch?v=oxhYaiSnIAo>), «The nature conservancy says thanks»

(<https://www.youtube.com/watch?v=bAMKwddGrNY>), картки з тестовими завданнями, лексичними вправами та іграми, текстом для читання і питаннями до нього.

Міжпредметні зв'язки: українська мова, біологія, екологія, географія, інформаційні технології.

Завдання уроку:

- Студенти повинні **знати**: тематичний лексичний матеріал, основні проблеми екології та навколишнього середовища.
- Студенти повинні **вміти**: вживати тематичний лексичний матеріал у говорінні і письмі, читати і розуміти тексти на слух з метою загального та повного розуміння, запитувати, здобувати та надавати інформацію з прочитаних і прослуханих текстів, усно висловлювати власні думки.

Огляд уроку

Урок ґрунтується на переважно знайомому навчальному матеріалі про навколишнє середовище. Під час уроку студенти вивчають і повторюють лексичний матеріал з проблем екології та навколишнього середовища, природні катаклізми. Урок проводиться у формі бесіди з демонстрацією навчального матеріалу на екрані за допомогою мультимедійного проектора. Навчальний матеріал подається головно в мультимедійній презентації викладача. Студенти користуються підручниками, опорними конспектами і роздатковими матеріалами. Закріплення вивченого матеріалу відбувається в різних формах (виконання вправ з читання, аудіювання, говоріння, лексичних вправ і завдань) і режимах (фронтальне опитування, індивідуальна та групова робота). Під час проведення уроку студентам пропонується перегляд відеороликів з екологічної тематики.

Lesson plan «Influence of scientific and technological progress on human life and the environment»

Procedure

I. Greetings and aims of the lesson.

Teacher: Good morning, everyone! Nice to see you. Sit down, please. How are you?

Pupils: Hello, teacher. Nice to see you, too. We are fine, thank you.

T.: Today we have an unusual lesson, but I expect you will be hardworking and active during this lesson as usually. We have learnt a lot of information on the theme «Nature», discussed the most important ecological problems at our previous lessons. Let's review our motto:

Motto

We are pupils.

We are good pupils.

We are clever pupils.

We are talented pupils.

We are fantastic pupils.

We are the most enthusiastic pupils.

We are trying to be the best pupils in the world.

I suggest we have a round table discussion today. The theme of the discussion is «Influence of scientific and technological progress on human life and the environment».

II. Warming up. Brainstorming.

T.: «Walk lightly on the earth. See but don't be seen. Hear but don't be heard. What you carry in, carry out. Take only memories; leave only footprints». What is your opinion about this quote?

P₁: I think these words mean that people shouldn't interfere with nature and wildlife. We must be very careful and not destroy our world, just enjoy it.

P₂: And I don't agree with these words. I consider that everyone has the right to be seen and heard. People should leave something that would remind about them. I mean something good.

P₃: Yes, but to my mind, people mostly leave damaged nature, polluted air and water and extincting animals. And we must care of our planet.

T.: You are absolutely right. So, the theme of today's lesson is «The nature and the environment». You will learn some new topical vocabulary, listen to interesting information about soil and discuss environmental problems of our planet. By the end of the lesson you are supposed to be able:

- to understand the new words and word combinations in text;
- to read and understand the gist and details of the text;
- to participate in common conversational exchanges on the topic.

T.: And now watch a short video «Learn all about environment» and say what can happen when people are careless about nature.

Pupils watch the video «Learn all about natural environment»

(<https://www.youtube.com/watch?v=oxhYaiSnAo>).

T.: What emotions did you have while watching? What is this video about? What can happen when people are careless about nature? Which proverb is the most suitable?

Never cast dirt into fountain of which you have sometimes drunk.

A bad beginning makes a bad ending.

First think, than speak.

P₁: I think the first proverb is the most suitable to this video because ...

P₂: ...

III. The main body of the lesson.

1. Speaking practice.

T.: Let's read what some wise people say. Then explain what these quotations mean. How would you express them in your own words?

«Because we all share this planet earth, we have to learn to live in harmony and peace with each other and with nature» (Dalai Lama).

«The Earth doesn't belong to us; we belong to the Earth» (Chief Seattle).

«Civilization is being poisoned by its own waste products» (William Ralph Inge).

«In nature there are neither rewards nor punishment – there are consequences» (Robert G. Ingersoll).

«It is not enough to understand the natural world; the point is to defend and preserve it» (Edward Abbey).

«Nature is not a place to visit, it is home» (Gary Snyder).

«The activist is not the man who says the river is dirty. The activist is the man who cleans up the river» (Ross Perot).

P₁: Our planet is our home. That's why we must take care of it.

P₂: We want to breathe fresh air.

P₃: We want to swim in clean rivers.

P₄: We want to drink pure water.

P₅: We want to live in clean cities.

P₆: Everybody wants to be healthy, so we need to take care of our environment.

P₇: The Earth needs our help.

T.: What associations come to your mind when you hear the word «environment»?

P₁: The environment is something you are very familiar with. It's everything that makes up our surroundings and affects our ability to live on the earth – the air we breathe, the water that covers most of the earth's surface, the plants and animals around us, and much more.

P₂: Environment is living things and what is around them. It can be living or non-living things. It includes physical, chemical and other natural forces. Living things do not simply exist in their environment. They constantly interact with it. Organisms change in response to conditions in their environment. In the environment there are interactions between animals, plants, soil, water, temperature, light, and other living and non-living things.

P₃: The word «environment» is used to talk about many things. People in different fields of knowledge (like history, geography or biology) use the word differently. An electromagnetic environment is the radio waves and other radiation and magnetic fields. The galactic environment refers to conditions between the stars.

P₄: In psychology and medicine a person's environment is the people, physical things, places, and events that the person lives with. The environment affects the growth and development of the person. It affects the person's behavior. It affects the person's body, mind and heart. The surroundings or conditions in which a person, animal, or plant lives or operates ... Is also known as environment.

P₅: In biology and ecology, the environment is all of the natural materials and living things, including sunlight. This is also called the natural environment. Some people call themselves environmentalists. They think we must protect the environment, to keep it safe. Things in the natural

environment that we value are called natural resources. For example, fish, sunlight, and forests. These are renewable resources because they come back naturally when we use them. Non-renewable resources are important things in the environment that are limited for example, ores and fossil fuels. Some things in the natural environment can kill people, such as lightning.

2. Listening comprehension practice.

Pre-listening stage.

T.: As your future profession is connected with nature, especially with soil, you are going to listen to a scientific description of soil. But first, try to guess the meaning of these words and word combinations: organic matter, liquid, storage, solid phase, to treat, relief, erosion, to conserve. Now look at these new words on the blackboard and try to match them with their Ukrainian equivalents.

<i>organic matter</i>	зберігання
<i>liquid</i>	розглядати
<i>storage</i>	органічна матерія
<i>solid phase</i>	рідина
<i>to treat as</i>	ерозія
<i>relief</i>	тверда фаза
<i>erosion</i>	зберігати
<i>to conserve</i>	рельєф

Key:	
<i>organic matter</i>	органічна матерія
<i>liquid</i>	рідина
<i>storage</i>	зберігання
<i>solid phase</i>	тверда фаза
<i>to treat as</i>	розглядати
<i>relief</i>	рельєф
<i>erosion</i>	ерозія
<i>to conserve</i>	зберігати

While-listening stage.

T.: You will hear interesting information about soil. After listening, be ready to give a scientific explanation what soil is.

Soil

Soil is a mixture of minerals, organic matter, gases, liquids, and countless organisms that together support life on Earth. Soil is a natural body which has four important functions: it is a medium for plant growth; it is a means of water storage; it is a modifier of Earth's atmosphere; it is a habitat for organisms.

Soil is called the *Skin of the Earth*. Soil consists of a solid phase of minerals and organic matter and water. Accordingly, soils are often treated as a three-state system of solids, liquids, and gases.

Soil is a product of the influence of climate, relief, organisms, and its parent materials interacting over time. Soil continually undergoes development by way of numerous physical, chemical and biological processes.

Soil science has two basic branches of study: edaphology and pedology. Edaphology is concerned with the influence of soils on living things. Pedology is focused on the formation, description and classification of soils in their natural environment.

Over 99 percent of human foods come from the earth. Soil loss can have catastrophic consequences. In 2006 the Journal of the Environment reported that the United States was losing soil 10 times faster than it can be replaced through natural processes. The task in finding ways to stop soil erosion becomes one of finding ways to conserve soil. There are several methods of soil conservation that can be achieved through agricultural practices and measures you take at home.

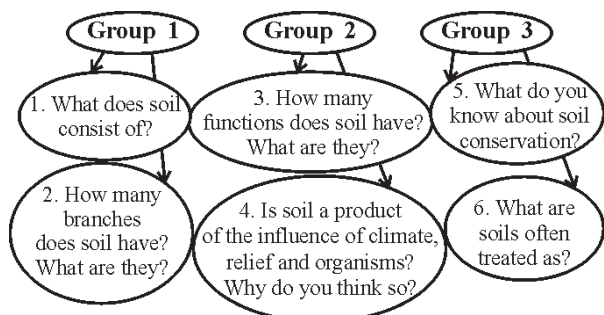
Retrieved from <http://www.soils4kids.org/about>.

Post-listening stage.

T.: So, what is soil?

Ps: ...

T.: Split into 3 groups. Using this scheme, discuss the following questions. The questions for the first group are 1 and 2, for the second group there are questions 3 and 4, for the third group – 5 and 6.



T.: And now share your information with other groups.

P₁: Soil is a mixture of minerals, organic matter, gases, liquids, and countless organisms that together support life on Earth.

P₂: Soil science has two basic branches of study: edaphology and pedology.

P₃: Soil has four important functions: it is a medium for plant growth; it is a means of water storage; it is a modifier of Earth's atmosphere; it is a habitat for organisms.

P₄: Soil is a product of the influence of climate, relief, organisms, and its parent materials interacting over time. Soil continually undergoes development by way of numerous physical, chemical and biological processes.

P₅: Soil consists of a solid phase of minerals and organic matter and water.

P₆: Soils are often treated as a three-state system of solids, liquids, and gases...

T.: In conclusion, I want to read you a few lines from a native American poem in which it is said that the ecological situation is getting worse and the life on the planet is under threat. It's high time to realize it and to start taking measures to save the planet.

*Only when all the rivers have run dry and all the fish in the sea have died,
only when all the rainforests have been burned down and there is no food for the animals,
only when all the blue skies have been filled with the smoke and the cities of the world have choked,
will the white man understand that it's too late to save the earth.*

3. Reading comprehension practice.**Pre-reading and while-reading stages.**

T.: In recent years, scientists have been carefully examining the ways that people affect the nature and the environment. They have found that we are causing air pollution, deforestation, acid rain, and other problems that are dangerous both to the earth and to ourselves. These days,

when you hear people talk about the environment, they are often referring to the overall condition of our planet, or how healthy it is. Yes, our planet is in a danger. The problem of pollution has become more important today. Using automobiles and other machines made pollution worse. Air, water and soil are necessary for existence of all living things. But polluted air can cause illness, and even death. Polluted water kills fish and other marine life. We must help our planet. People all over the world are worried about our environment. Many famous people make their contribution to the protection of environment and use the day to do projects that will help the Earth. Some meet to discuss how to limit pollution and how to save endangered animals and plants. Other plant trees, clean up parks and beaches, or set up recycling stations. One of the main ecological problems in the world is deforestation. I suggest you read an extract about deforestation and say what you have learned about this problem.

Deforestation

Some people's activities do a lot of harm to the forests. People cut down trees to build houses, roads, factories and plants. Deforestation is a very serious environmental problem.

The world's great rainforests are all near the equator, in Africa, South America and South-East Asia. These rainforests are homes to millions of kinds of exotic animals, birds, reptiles, insects, strange plants and beautiful flowers. Three quarters of the world's species live in the rainforests. If we destroy their habitat many of them will not survive.

Amazon rainforest is the biggest and most important in South America. Scientists believe that plants from the forest could give us many important new medicines such as cures for cancer and AIDS.

The rainforests also help to reduce pollution levels in the atmosphere and affect the weather around the world. Without rainforests our planet might not survive.

People know it but continue to destroy rainforests every day. Logging companies cut down trees to sell the wood, farmers clear the land to grow food crops, people build towns and roads where the forest used to be. Vast forests are cut and burn in fire. Their disappearance upsets the oxygen balance. As a result, a number of rivers and lakes dry up, some rare species of animals, fish, birds and plants disappear forever.

People should take measures to reduce the amount of deforestation and protect the flora and fauna of the rainforest. Our planet is our home and we need to protect it.

Retrieved from <http://do-english-easy.com.ua/composition/les.php>.

Post-reading stage.

T.: So, what is deforestation?

Ps: ...

T.: Give your answers to these questions:

1. What are the reasons of deforestation?
2. Where do three quarters of the world's species live?
3. What do plants from the forest could give us?
4. What do the trees protect?
5. Why must we protect our planet?

P₁: In many countries the trees have been cut down because the land was needed for crops. In other part of the world they cut down trees because their wood is wanted.

P₂: Three quarters of the world's species live in the rainforests.

P₃: Plants from the forest could give us many important new medicines such as cures for cancer and AIDS.

P₄: The trees protect the soil, the animals and the plants.

P₅: Our planet is our home and we need to protect it. When we destroy the forest, we lose the homes of millions of animals and plants together with them.

4. Vocabulary use.

T.: Let's play the game «Scrambled words». Unscramble and read aloud these words: *lavanehca, redwifl, doofl, natodor, nilovacc puertoni, goturht, delanids, manisut.*

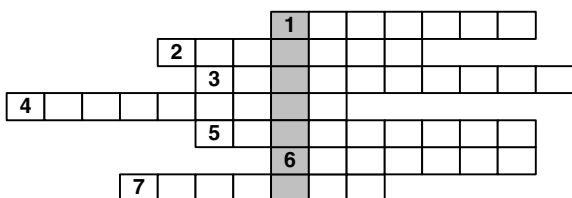
Key: lavanehca – avalanche, redwifli – wildfire, doofl – flood, natodor – tornado, nilovacc puertoni – volcanic eruption, goturht – drought, delanids – landslide, manisut – tsunami.

T.: As you see, these words are connected with the natural disasters which occur on our planet.

T.: I believe you have already got some ideas how to save the planet. Work in groups. **The task for the first group** is to complete the blanks with the verbs in this list: *trigger, erupt, damage, collapse, strike.* Mind the tenses.

- The earthquake _____ a landslide that destroyed many cities.
- The volcano _____ and destroyed the entire town.
- The earthquake caused the bridge to _____.
- The factory explosion seriously _____ the atmosphere.
- Lightning _____ the bam and it burst into flames.

The task for the second group is to complete this word grid. What's the hidden word?



- The waves of the _____ were so huge that destroyed everything on the beach.
- The river burst its banks and _____ the village.
- The _____ shook the whole city.
- They decided not to go down south because it's _____ season.
- The skiers were stuck in the mountains after the _____.
- Due to the _____ the farmers could not water their crops and they withered.
- Due to tropical storms, a _____ is threatening the western part of the country.

The task for the pupils of the third group is to complete the following definitions with these words: *drought, tornado, tsunami, avalanche, earthquake, flood, hurricane, volcanic eruption, wildlife, landslide.*

- _____ – an extremely violent wind storm consisting of air that spins around very fast.
- _____ – a long period with little or no rain.
- _____ – a sudden shaking of the ground.
- _____ – large amount of water that covers an area of land which is usually dry.
- _____ – a huge wave caused by an earthquake which flows onto land.
- _____ – an extremely violent wind or storm.
- _____ – melted rocks and gases expelled with great force by a mountain.
- _____ – a large mass of snow falling down the side of a mountain.
- _____ – a mass of earth and rocks sliding down the side of a mountain or cliff.
- _____ – heavy fires destroying forests.

T.: And now check your decisions:

Answer key

<i>Group 1</i>	<i>Group 2</i>	<i>Group 3</i>
1. triggered	1. tsunami	1. tornado
2. erupted	2. flooded	2. drought
3. collapse	3. earthquake	3. earthquake
4. damaged	4. hurricane	4. flood
5. struck	5. avalanche	5. tsunami
	6. drought	6. hurricane
	7. cyclone	7. volcanic eruption
	the hidden word: tornado	8. avalanche
		9. landslide
		10. wildfire

T.: All of us can do something to save nature. Find out how well you worry about the environment. What could we do to solve these problems? Choose the best answer.

- What does your family do with empty bottles?
 - Take them to a recycling bin.
 - Return them to the supermarket.
 - Throw them in the rubbish bin.
- When you buy one or two items at the supermarket, you...
 - ... take a plastic carrier bag.
 - ... reuse an old carrier bag.
 - ... use your own bag.
- How often do you use products which contain recycled materials.
 - Always.
 - Never.
 - Sometimes.
- If you were asked to contribute to a “Save the Animals Project”, you would...
 - ... give generously.
 - ... give a small amount.
 - ... refuse to give anything.
- A local beach has been polluted with oil. You ...
 - ... donate money for the clean-up project.
 - ... do nothing.
 - ... volunteer to help with the clean-up project.
- You eat a chocolate in the street. What do you do with the wrapper?
 - Drop it on the pavement.
 - Put it in a litter bin.
 - Save it for recycling.
- When you buy paper products, you ...

- a) ... buy whatever is cheapest.
 b) ... try to purchase recycled paper.
 c) ... purchase recycled paper because it is cheap.
8. When you clean your teeth, you ...
 a) ... turn the tap on only when you need water.
 b) ... leave the tap running until you finished.
 c) ... only use one glass of water.

T.: Sum up your score and compare your results with the key:

a b c 1) 3 2 0 2) 0 2 3 3) 3 0 2 4) 3 2 0
 5) 2 0 3 6) 0 2 3 7) 0 3 2 8) 2 0 3

Your score:

- 18– 24: Keep up the good work! You are doing your part to protect the environment.
 13– 17: There's some room for improvement. Change your habits and you'll soon be green.
 0–12: You are part of the problem. You should try to become part of the solution.

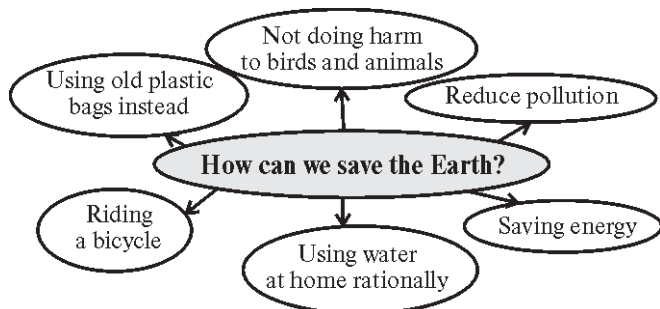
IV. Homework assignment.

T.: I'll divide you into two groups. The homework task for group 1 is to write a letter to Greenpeace about present environmental problems of Ukraine and the ways to solve them. Group 2 is to write a letter to Greenpeace with several proposals on how to save our planet.

V. Summing up.

T.: Our lesson is coming up to its end. We understand that our home is in danger. Who is guilty of this disaster? The answer is simple: all of us. A generation which doesn't think of nature will not have future. We are a part of nature. In conclusion, I would like you to create a diagram with your ideas on saving the planet.

Pupils make up the diagram:



T.: Comment the diagram, please.

P₁: I can save Earth by riding a bicycle instead of using public transport.

P₂: I can save Earth by using water at home rationally.

P₃: I can save Earth by not doing harm to birds and animals.

P₄: I can save Earth by using old plastic bags instead of buying new ones in shops.

P₅: I can save Nature by saving energy.

P₆: We must reduce pollution...

T.: I'm sure you are real friends of our planet. And I hope our lesson helps us be more active in the ecological movement. In fact, we live only once and not a very long life and we have one Earth. Remember the wise saying of a

great English writer John Galsworthy who said: «If you don't think about the future, you will not have it». I wish you from my heart always air to breathe, fire to warm you, water to drink and the Earth to live in. Let's finish today's lesson watching a short video about nature conservancy.

Pupils watch the video «The nature conservancy says thanks»
 (<https://www.youtube.com/watch?v=bAMKwddGrNY>).

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