

KARTA PRACY Z JĘZYKA ANGIELSKIEGO

do wykorzystania na lekcji w ogrodzie dydaktycznym w IV Liceum Ogólnokształcącym w Elblągu

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I. Uczniowie siadają swobodnie na ławkach w ogrodzie w taki sposób żeby wszyscy się widzieli. Nauczyciel rozpoczyna zajęcia poprzez kilka pytań, prowokuje do krótkich odpowiedzi.

1. Do you enjoy spending time in the fresh air? Why/why not?
2. Can you see any advantages of having a garden? What may be a problem if you have a garden?
3. Can you do your homework in the garden?
4. What are the advantages of working in the garden?
5. Why do people need to work outdoors sometimes?

II. Nauczyciel zachęca do skorzystania ze słowników internetowych i pracy w grupach. Uczniowie przygotowują sobie słownictwo i pomysły w tychże grupach.

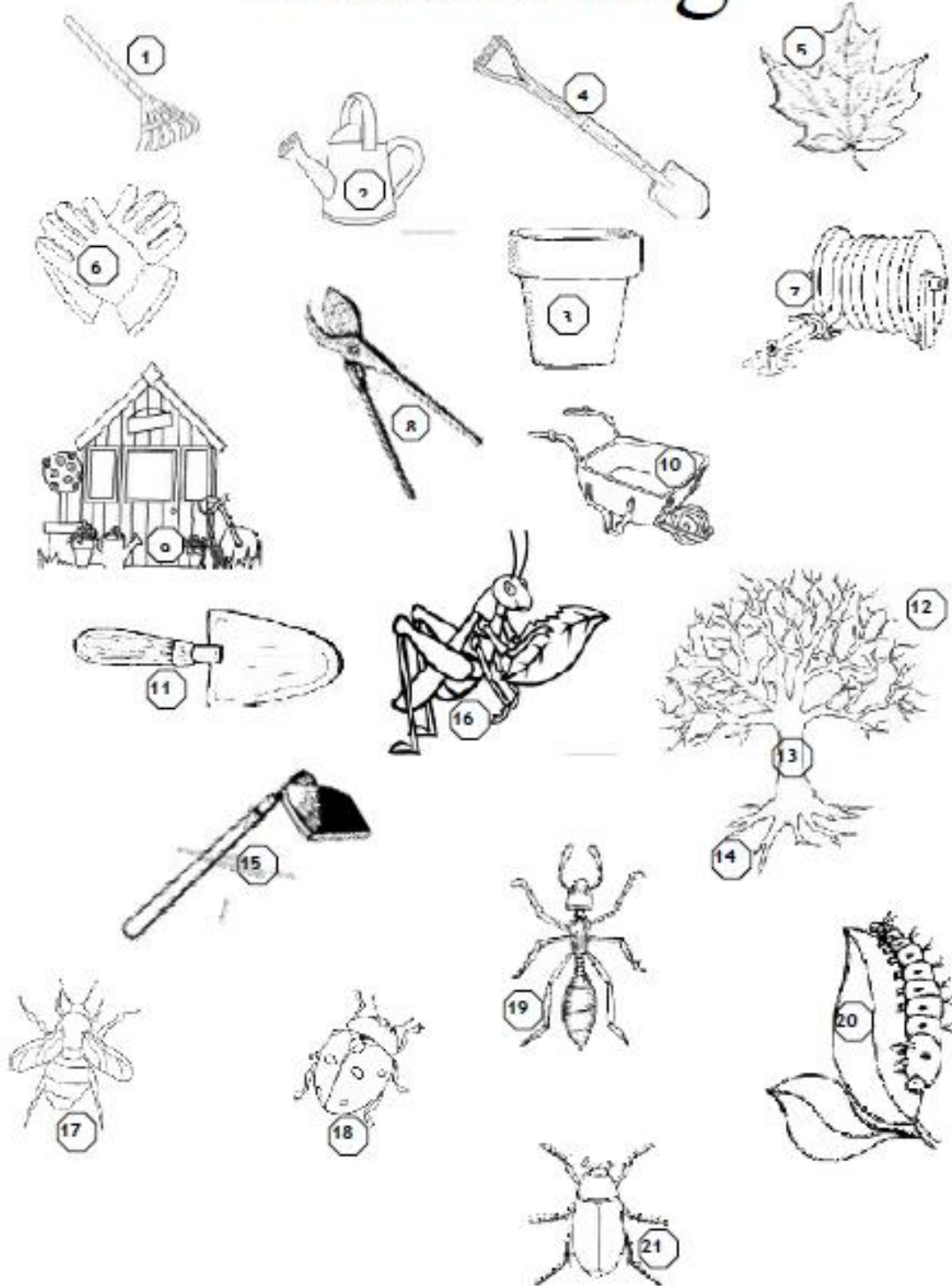
1. Present examples of what you can do in your garden:
 - a. tools you need (karta pracy nr 1)
 - b. activities you do (karta pracy nr 2)

III. Nauczyciel kieruje wypowiedzi w stronę ochrony środowiska. Dzieli uczniów na dwie grupy:

- a. Do you think people destroy the environment?
- b. What do people do to protect nature?

IV. Nauczyciel rozdaje karty pracy utrwalające słownictwo. (karta pracy nr 3)

Gardening



karta pracy nr 2

Gardening



1



2



3



4



5



6



7



8



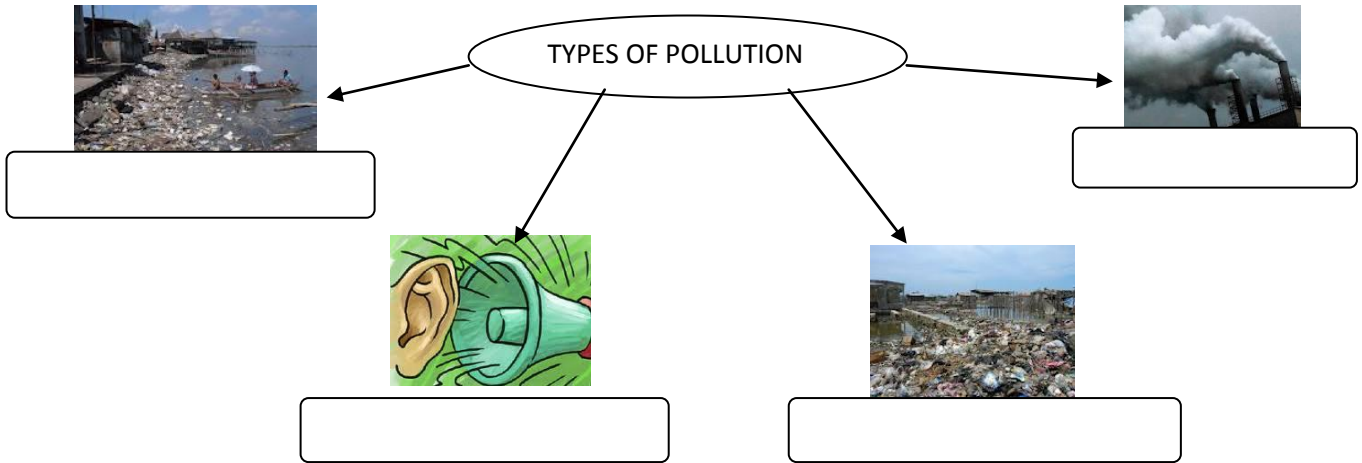
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✎ Write the action words under the pictures:
watering mowing picking digging spraying
planting raking weeding hoeing

karta pracy nr 3

1)a) Label the pictures with the expressions from the box

Land pollution / water pollution / land pollution / noise



b) What are the effects of pollution on the environment and on the people?

Look at the labeled pictures and complete the table:

headache	Hole in the ozone layer	smog	Disease / sickness	Chemical reaction	Skin rash
burn	Breathing problem	Acid rain	stomachache	deafness	weakness

Effects of pollution on people	Effects of pollution on the environment

2)a) Now, with your partner read text1 and text 2 and find out the causes and the effects of each type of pollution

TEXT 1

Because factories release fumes, the air people breathe gets polluted. Other well-known effects of fumes are smog, acid rain and holes in the ozone layer.

TEXT 2

Living in noisy overcrowded towns has become dangerous **because** everyday exposure to noise can cause headache, earaches and may lead to deafness.

Text	Type of pollution	causes	Effects
1			- - -
2			- - -

b) Then, answer the question:

Why is the air we breathe polluted? (text 1)

→ The air we breathe is polluted

3) Read text 3 and text 4 and answer the questions:

TEXT 3

Toxic substances found in the food we eat and the air we breathe accumulate in our bodies and **result in** poor health like weakness, pains, aches disease and sickness.

TEXT 4

Paints, solvents, glues are all inflammable. They can catch fire and **result in** burns, skin rashes or risky chemical reactions.

a) Find equivalent expressions from text 3:

Contaminated food =

.....

Polluted air =

b) Are contaminated food and polluted air harmful of our health? Justify.

.....

c) Read text 4 and label the pictures:



1



2

c) What can happen when inflammables catch fire?

.....

d) Connect the sentence parts with a **linker of consequence**:

Inflammables can catch fire.

-
-
-
-

They can be harmful for the environment and people's health.

4) Circle the correct alternative:

Pollution is dangerous. (**That's why / Because / But**) everyone has to take actions against it. For example:

- ☛ (**Therefore / whereas / because**) household chemicals are harmful, we must handle them with care.
- ☛ Batteries from toys, mobile phones and cars leak heavy metals. (**Because / So / Can**) they must be disposed of properly.
- ☛ Moreover, people cut trees. (**As a result / First / Because**) many bird species disappear.

☛ Besides, plastic bags are a major source of waste. (**Therefore / Because / will**) we should not throw them everywhere.

