***Animals in our life***

***Цели урока:***

**Образовательные:**

1. Развитие навыков монологической речи, умение высказываться логично и связно, продуктивно, умение анализировать и выражать свое мнение, описывать животных.
2. Развитие навыков чтения с извлечением нужной информации.

**Развивающие:**

1. Учить логически мыслить, излагать, сравнивать, анализировать.
2. Развитие умения воображать, драматизировать.

**Воспитательные:**

1. Воспитывать заботливое отношение к животным.

2. Воспитывать доброжелательное отношение друг к другу.

**Познавательный аспект:** знакомство учащихся с некоторыми фактами о жизни животных.

**Оборудование:** презентация со слайдами, карточки с пословицами, картинки животных, костюмы для ролевой игры, изображение древа, плакат для рефлексии.

***Ход урока.***

* 1. ***Организационный момент***

Good morning dear boys and girls and, of course, our guests. I’m glad to greet you at our lesson today. I hope you are fine and will be active at the lesson. Am I right? How are you, …? Ok. Let’s start our lesson.

As you can see the topic of our lesson is “The world of animals”. *(слайд)* So, how do you think what we are going to speak about today? Let’s try to put the aim of our lesson.

Примерные ответы:

- I think we’ll revive the names of animals.

- To my mind we shall speak about our favourite animals and pets.

- We shall practice to describe wild and domestic animals.

You are absolutely right. We shall speak about your pets, listen to your stories about them, play some games and of course practice your skills in speaking, reading and grammar.

***II. Чтение и обсуждение стихотворения*** ***“My puppy”.***

So we shall start our adventure about the magic world of animals.

I’d like to start it with a small poem about a poor puppy and its master.- a boy. But after reading it I’d like you to answer some questions. I want you to think about relation ship between animals and people: if it is necessary to take care of our younger brother. *(слайд)*

**My poor puppy’s sick today**

**His nose is dry, he doesn’t play**

**His eyes are dull, his tail is down**

**He is the saddest dog in town.**

**I’ll take the puppy to the vet.**

**I’ll ask the vet to help my pet.**

**The dog will cheer up and run,**

**And we will have a lot of fun.**

* What does this poem teach us?
* What is your opinion about this boy?

*Примерные ответы:* To my mind this boy is very kind because he loves his

puppy.

He considers his puppy a friend.

* Should people take care of animals?

(Yes, they should)

-Why do we call them our younger brothers?

*Примерные ответы:* We call them like that because they sometimes behave like

people. They can be real friends especially for little children

and help us in difficult situations.

* I absolutely agree with you. They are our friends and helpers.

Sasha, do you agree with your classmates? Can you add anything?

Thanks.

***III. Paбота с пословицами.***

The next part of our lesson will be developed to proverbs. Let’s see if you know the proverbs about animals and their equivalents in Russian.

On the blackboard there are cards with the proverbs, but they are devided into two parts.

Your task will be to join the 2 parts of each proverb and try to guess the Russian equivalent.

1. An early bird catches the worm. – Кто рано встает, тому Бог подает.
2. While the cat is away, the mice can play. – Без кота мышам раздолье.
3. Ring fish eat little fish. – Сильный всегда прав.
4. Curiosity killed the cat. – Любопытной Варваре нос оторвали.

Now let’s see if you are right. *(слайд)*

Will you read the proverbs once more?

Ok. Thank you.

***IV. Предварительная творческая работа учащихся.***

I know that almost all of you have a pet either at home or in the village.

Am I right? Sasha have you got a pet? What pet have you got? Where do you keep it?

So the next part of our lesson will be devoted to them. You had a creative

task. You were to prepare a story about your pet. Let’s listen to some of them.

*(Заслушивается 4-5 человек. Рассказы сопровождаются показом рисунков или фото,по ходу рассказов задаются уточняющие вопросы)*

Ok. Leave your projects on my table.

Next time we’ll listen to the rest pupils and after that we’ll gather your works into a big project on the topic “The world of animals”.

***V. Ролевая игра «The clever little bird» (релаксация).***

Well, I see you are a little bit tired.

Let’s have a rest. Some of our pupils are going to role-play a funny dialogue

between a clever bird and a cunning cat.

Listen to them, please, and think why the cat was afraid of dogs.

Misha and Alina, come here, please. *(см. приложение)*

*(Выступление детей)*

* Tell me, please, did the cat tell the truth about friendship between animals?

*Примерные ответы:* The cat did not tell the truth. All the animals were not friends .

What was the cat afraid of? Might the dogs bite it? What was the cat going to do with the bird?

* You are right. I hope you’ve enjoyed the play and relaxed a little.

1. ***Физкультминутка.***

And now some exercises for our bodies. *(слайд)*

Stand up, please. Look at the blackboard. You can see the words which will

help you to do the exercise correctly.

Hands on your hips,

Hands on your knees,

Put them behind you, please

Touch your shoulders,

Touch your nose,

Touch your ears,

Touch your toes.

*(Repeat the exercise several times)*

1. ***Чтение с извлечением нужной информации.***

It’s Ok. Let’s continue our lesson. Now I want you to take part in an

Interesting game which will show us if you know the names of animals and your skills in reading*. (слайды идут поочередно)*

On the blackboard you can see descriptions of some animals and your task will be to read and then try to guess what animal it is. Let’s start. *(учащиеся читают и переводят, затем отгадывают животных)*

Let’s see if you are right. *(слайд с изображением животного)*

*(см. приложение)*

1. ***Развитие навыков монологической речи.***

Ok, thank you. I see you are very clever and can guess animals according to

their descriptions.Well done. But now let’s play the game on the contrary. I’ll show you a picture of an animal you will try to describe it.

To help you I’ve prepared some questions. *(На слайде – изображение дельфинов и слева вопросы)*

1. Are they mammals or birds?
2. Where do they live?
3. If they have skin and what colour it is.
4. What do they eat?
5. What can they do very well?
6. What do they look like?

(legs fail, fins, wings, horns)

1. How long do they live and how much do they weigh?

*(Задание рекомендуется повторить с 3 животными без опор)*

1. ***Рефлексия.***

Thank you. To my mind you’ve done the task rather well. So I hope you will not have difficulties in tasks of such kind.

I can make a conclusion that the aim of our lesson is reached. You know lots of animals and can describe them very well. You’ve learnt some proverbs about animals and shown us your skills in speaking and reading.

Some of you were very active and but the others not very much. And what do you think about your work? I’ll ask you to think and decide what role you have played at our lesson.

Imagine that you are at a football match. This field is a symbol of our lesson.

And you are football- players. Everybody has a figure of a footballplayer Please place the figure on that place of this field where you have been to your mind according to youк work. If you haven’t been very active but attentive you are goal-keepers. If you have been half active and improved your knowledge and skills you are defenders. . If you have taken an active part and have done your best you are forwards.

Please, will you make you choice?

* 1. ***Заключительный этап урока.***

Thank you. As I can see you are satisfied with your work. So am I .Sasha you were a defender to your mind . Why? (учащиеся комментируют свой выбор). I hope you’ve enjoyed our work. *(Оценивание учащихся)*

Our lesson is over. Good luck.