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**Тема: «Живые существа вокруг нас»**

**Практическая задача:**

1. Активизировать употребление грамматической структуры в Present Perfect Progressive в речи учащихся.
2. Практиковать учащихся в аудировании информации «Тропические леса», чтении и монологическом высказывании по тексту «Язык птиц» и диалогической речи по теме.

**Образовательная задача:**

Акцентировать внимание учащихся на употреблении слов, которые следует различать earth (the Earth), land, soil, ground.

**Развивающая задача:**

Развивать умения учащихся в монологическом высказывании по тексту «Язык птиц» с использованием опор.

**Воспитательная задача:**

Поддерживать познавательный интерес к изучаемой теме, углубляя знания учащихся о флоре и фауне нашей планеты.

**Учебные пособия:** Аудиозапись, грамматическая таблица «Present Perfect Progressive», презентация е уроку, иллюстрации.

**Ход урока.**

1. Оргмомент.

T: Good morning, my dear friends! Look at the screen, these pictures and illustrations and say what we are going to talk about at our lesson.

P1: I think we are going to talk about wildlife.

P2: We are going to talk about plants, birds and animals.

P3: We are going to talk about nature.

1. Фонетическая зарядка в режиме T- Gr, T- P1P2P3:

T: Well, you are right. Now I want you to pronounce the English rhyme, listen and repeat:

So many flowers are blooming.

Petite little squirrels come out to play.

Really big bears awake from their slumbers.

Imaginative children enjoy a walk with their friends.

No tree is left standing without any leaves. So…

Go ahead, jump for joy because spring is here.

1. Речевая зарядка на базе структур в Present Perfect Progressive в учебном разговоре T- P1P2P3:

T: Answer my questions using Present Perfect Progressive:

T: Have you been reading the book about birds and animals for a week?

P1: Yes, I have.

T: Have you been painting the country house by the lake for two days?

P2: Yes, I have.

T: Have we been learning the English words about nature for several days?

P3: Yes, we have.

T: How long have we been talking about wildlife at our lesson?

P4: We have been talking about wildlife for 5 minutes.

T: Since what time has it been snowing in the street?

P5: It has been snowing since 11 a.m.

T: Since what time have you been skiing?

P6: I have been skiing since I was 9.

T: How long have you been skating?

P7: I have been skating for 3 years.

T: How long has your friend been painting the picture of a forest?

P8: He has been painting it since Monday.

T: How long has your friend been keeping a pet?

P9: She has been keeping her parrot for 2 years, etc.

1. Аудирование учащимися информации «Rainforests» и ее соотнесение с утверждениями по прослушанной информации, учебный разговор T-P1P2 P3:

T: Now you’ll listen to the text of exercise 1 at page 17. Then you’ll match the information with the statements:

1. The speaker says that rainforests are in danger.
2. The speaker describes the places where we can find rainforests.
3. The speaker mentions the weather in rainforests.
4. The speaker says that rainforests are very important.
5. The speaker talks about the tribes that live in forests.
6. The speaker gives information about the age of rainforests.
7. Ознакомление учащихся со словами, которые следует различать: earth(the Earth), land, soil, ground и выполнение упражнения 3 на стр. 18:

T: So, you have understood the text well and now look at the words «earth», «land», «soil» and «ground», they are used in different situations; Let’s analyze them and then I want you to match these words and the contests in which they can be used, and after that we’ll do exercise 3 at page 18:

1. Land a) We plant flowers in … in spring.
2. Earth b) They came back to … from a long space travel.
3. Soil c) He has fallen down on … and cried.
4. Ground d) They wanted to see … after a voyage.

6. Чтение учащимися текста « Language of birds» а затем составление кластера для передачи содержания прочитанной информации (самостоятельная работа в группах):

T: I think it will be interesting for you to read some information about birds. Your task is to read the text of exercise 4 at page 18, say which of the statements after the text are true and make up the cluster for the text. Then you’ll retell it using your cluster.

P1: In my opinion the text is about birds and its language. They say the nightingale is the best singer, and it’s true. We know birds make some sounds and noises and tell one another something. Their language is different from people’s language. Birds are able to sing and «to talk», it is an instinct with them. But they can’t learn «other» languages. Some birds are talented imitators. They imitate the speech of people and other animals. Birds can learn other bird’s songs. If a canary grows up with a nightingale, it can learn to sing like a nightingale. But this imitation isn’t a real language. Birds do not talk as we do.

1. Физминутка.

T: I see you are tired, let’s have a rest.

Hands on the head,

Hands on the hips,

Hands on the table,

Hands like this.

My hands upon my head I place,

On my shoulders, on my face,

Then I put them in front of me,

And gently clap: one, two, and three.

1. Диалогическая речь учащихся в учебном разговоре P1- P2:

T: I want you to share your opinions pets and animals. You have made up short dialogues at home, now we’ll listen to you:

**A**

- Hello! I’m glad to see you.

- Hi! I’m glad to see you too.

- I’ve heard you have got a pet. What pet is it?

- Oh! It’s a nice parrot. Its name is Kesha.

- How long have you been keeping it?

- I have been keeping it for three weeks.

- Is it difficult to keep it?

- No, it isn’t. You should feed it, give it water on time and keep its cage clean.

- Can your parrot speak?

- Yes, certainly. Kesha knows some words but I am going to teach it some English words.

- Oh! Good luck!

- Thank you.

**B**

* Hi! How are you?
* Hi! I’m fine, thanks and you?
* I’m fine too. I haven’t seen you for ages. Where have you been?
* I have lived in the country house at my grandparents. My granny was ill.
* But what were you doing when you had free time?
* I was walking in the forest and listening to birds” singing. I liked it very much.
* What birds did you see there?
* I saw different birds: magpies, crows, sparrows, jackdaws and a woodpecker.
* Did you see water birds in the countryside?
* Yes, certainly. I saw ducks, geese and a swan on the pond.
* Did you take pictures of these birds?
* Yes, I did. I want to put them in my album.

**C**

* Hello! I’m pleased to see you.
* Hi! I’m pleased to see you too. I didn’t see you yesterday. Where have you been?
* I have been to the zoo with my parents.
* What animals did you see there?
* I saw different species of animals: a tiger, a lion, foxes, wolves, a camel, brown bears, monkeys, a polar bear and an elephant.
* Which animals was it interesting to watch?
* It was interesting to watch the monkeys because they were so funny: they were jumping, climbing and playing with one another.
* Why do they keep animals in the zoo?
* In my opinion, zoos help us to learn much about wildlife and save some animals.
* Well, I agree with you.

9. Рефлексия:

T: I want to know if you have liked our lesson or not. You have cards of different colours: red, blue and purple. Show me your red cards if you’ve liked our lesson very much. Show me your blue cards if you think our lesson is good. Show the purple cards if you don’t like our lesson. Oh, I see you’ve liked our lesson very much. Thank you.

10. Подведение итогов урока:

T: Today we have talked about birds, animals, your pets and taking care of them. You have worked very well. I give you excellent marks. Your homework will be exercise 8 at page 20. You will tell what pets your friends have and how they look after them. Our lesson is over. Good- bye!