**Ход урока**

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| **Этап урока** | **Задачи данного этапа урока** | **Деятельность учителя** | **Деятельность учащихся** | **Средства обучения** |
| **I. Начальный этап**  1. Оргмомент | Введение учащихся в языковую среду. | Good morning, my friends. I'm glad to see you. Sit down, please.  I see nobody is absent today and I hope all of you are ready to work, aren't you? | Приветствуют учителя: Good morning, good morning to you. We are glad to see you too.  Yes, we are. |  |
| 2. Целеполагание | Сообщение темы и задач урока, мотивация учебной деятельности | Let's start our work. Does anybody know this man? His name is N. Drozdov.  He is a host of the program "In the animals' world". He has sent an invitation letter to you. Let's read it:  *My dear friends. I'm glad to meet you. I hope you love animals very much. I want to invite you to my programme and I will be glad if you tell about your favorite animal.*  Would you like to take part in this program and tell about your favorite animal? | Чтение текста      Yes, I would like. | мультимедийный экран (слайд 1)  (слайд 2)    (слайд 3) |
| **II. Основной этап**  Повтор и систематизация лексического материала по теме | Контроль усвоения лексического материала | By the way, what animals and birds do you know?  What two groups can we divide the birds and animals into?  I believe you know wild and domestic animals and birds well. Read the following sentences and choose the odd word:  1) Domestic animals are: a cow, a horse, a fox, a sheep, a cat, a dog, a hen, a rabbit.  2) Wild animals are: a wolf, a fox, a bear, a cat, a crocodile, a tiger, a lion, a cow, a hare, a goat, a giraffe.  3) Domestic birds are: a hen, a chicken, a duck, a goose, a mouse, a turkey, a parrot, a wolf, an eagle.  4) Wild birds are: an eagle, a sparrow, a cow, a hen, a turkey, an owl.  Well done!  Birds and animals can live in different places. To guess the name of the place unjumble the following words:  restfo, Ervir, Glejun, Tainsmoun, Rycount , Sertde, Ceoan, Afrm, Wnto, Wnto, Riafca, Bergice.  Now help the animals to find their homes. Fill in the name of the animal: *an eagle, a dog, a cow, a crocodile, a penguin, a whale, a fox, a monkey*  1).... lives in the doghouse  2):.. lives in the river.  3)::lives in the ocean.  4)::lives in the forest.  5)::lives in the jungle.  6)::lives in the mountains.  7)::lives on the farm in the country.  8)::lives on the iceberg.  There are a lot of animals and birds. Some of them are big and strong, some are small and funny. Read the description of the animal and guess its name:  It is brown. It is merry and funny. It is a:.  It is grey. It is very strong and not kind. It is a..  It is green. It is big and very strong. It is a :  It is orange. It is cunning and beautiful. It is a..  It is grey. It is very big and strong. It is a:  It is black. It is very clever and kind. It is a:.  I am sure that you take care of your pets and feed them. What do the animals and birds eat and drink? Read the following sentences and mark the sentences as true (T) or false (F):  Cows and horses eat grass, leaves, hey.  Elephants eat bones, Chappy, Pedigree, meat, soup.  Dogs eat bananas.  Cats eat fish.  Wolves eat other small animals.  Cats drink milk.  Many animals and birds drink water.  Monkeys eat corn.  Rabbits eat carrot and cabbage.  Animals can do a lot of things. Write down ***can*or*can't:***  A dog::. run, jump, swim.  A cat :.. climb, run, jump.  A tiger :. fly.  A horse :. run, jump.  A monkey :. jump, climb, walk.  A parrot:. fly, speak.  An eagle :.. fly and hunt. | Отвечают на вопросы        Выполняют задание | мультимедийный экран (слайд 4)        (слайд 5)              (слайд 6-8)          (слайд 9)                        (слайд 10)                              (слайд 11)                  (слайд 12) |
| Динамическая пауза | Снятие усталости и переключение на другой вид деятельности | Let's have a rest. Stand up and show what animals can do.  A horse can run. An eagle can fly. A frog can jump. A penguin can dance. A crocodile can swim and dive. A monkey can climb. | Учащиеся проговаривают предложения и выполняют движения |  |
| Чтение | Развитие умения чтения с полным пониманием текста. | Now we are going to read the stories about animals. Your task is to read the stories and match them with the pictures. | Учащиеся читают текст и сопоставляют описание с животными, изображенными на картинках | Учебник  p. 46 ex .41 |
| Аудирование | Развитие умения аудирования с полным пониманием текста | I think all of you have your favorite animal. Now let's listen to Dima and say what animal he would like to have. | Учащиеся слушают текст и отвечают на вопрос | Учебник  p.46 ex. 40 |
| Говорение | Развитие умений монологической речи: рассказ о своем любимом животном | And now it's your turn to tell about your favorite animals. | Учащиеся рассказывают о своих любимых животных с опорой на план. | Учебник  p. 49 ex 7 |
| III. Заключительный этап | Подведение итогов и оценка деятельности учащихся.  Объяснение домашнего задания | OK, my friends. You worked really very hard. You did your best and deserved good marks. Your stories about your favorite animals were very interesting and I hope N. Drozdov will like them too.Your home task is to write an interesting story about your favorite animal using the plan on p. 49 ex. 7. You can draw a picture and write down a poem about your favorite animal. |  |  |