**Открытый урок по английскому языку в 7 классе по теме “Living Things around Us”**

Тема: **“The world of animals”**

Тип урока: урок обобщения и систематизации знаний.

Цель урока: cистематизация предметных ЗУНов, УУД (решение предметных задач).

Задачи:

Образовательные: повторить изученные лексические единицы и грамматические структуры; совершенствовать навыки восприятия иноязычной речи; создать условия для самостоятельного выделения учащимися и формулирования ими познавательной цели, поиска необходимой информации по изучаемой теме, осознанного построения речевого высказывания в устной форме.

Развивающие: создание условий для развития мыслительных процессов: памяти, мышления, внимания; развитие познавательных УУД анализа полученной информации и обобщения при работе с упражнениями и текстом; развитие коммуникативной компетенции при работе индивидуально, в парах; развитие навыков аудирования, чтения и говорения; употребление лексики по теме.

Воспитывающие: развитие познавательных УУД ориентации в содержании определенной темы, воспитание любви к природе, животным; обеспечение условий для формирования положительного отношения к изучению предмета.

Для реализации поставленных цели и задач урока необходимо формирование следующих УУД (универсальных учебных действий):

Личностные:

осознание необходимость помогать животным; осознавать свои эмоции, адекватно их выражать и контролировать; понимание эмоционального состояния других людей; оценивание усваиваемых результатов; формирование интереса (мотивации) к учению, адекватное понимание причин успеха/неуспеха в учебной деятельности.

Регулятивные:

уметь концентрировать внимание, уметь анализировать и делать обобщения; формулировать тему урока; прогнозировать результат; владеть целеполаганием; применять знакомый языковой материл по теме в речевой ситуации (в парной работе, при построении монологического высказывания); развивать умение учиться; уметь осуществлять самоконтроль; совместно с учителем и одноклассниками давать оценку деятельности на уроке; выделять и осознавать то, что уже усвоено и что нужно еще усвоить.

Познавательные:

вспомнить лексику по изучаемому материалу; отвечать на вопросы учителя, наблюдать и делать выводы; уметь работать над развитием и совершенствованием устной речи; читать текст с полным пониманием; уметь правильно употреблять глаголы в настоящем совершенном времени; учиться извлекать информацию;

Коммуникативные:

способствовать формированию готовности к иноязычному общению, воспитанию доброжелательного отношения друг к другу и культуры поведения; уметь воспринимать иноязычную речь на слух (речь учителя, ученика, диктора); владеть монологической речью по заданной теме.

Инновационные здоровьесберегающие технологии, используемые на уроке:

просмотр видеоролика о вымирающих животных.

Форма и виды работы: индивидуальная, фронтальная, парная.

Межпредметные связи: музыка, биология.

**Описание урока**

1. **Организационный момент**

**Teacher:** Good afternoon, my dear children!

**Students:** Good afternoon, teacher!

**Teacher:** Happy to see you! Sit down! How are you? Are you ready to learn, to know anything new?

**Students:** Yes!

**Teacher:** Great! Look at the screen and listen to this beautiful m**e**lody. ***Слайд 1*** *музыка из передачи «В мире животных»,*

*-Did you like it?*

-Do you know it?

Yes, it is from the TV programme “In the World of Animals”

**Teacher:** What do you think is the theme of our lesson?

**Student:** About animals

***Слайд 2 - тема урока***

**Teacher*:* The theme of our lesson is “The world of animals”**

**Teacher:** I think wehave got some positive emotions and I hope our lesson will be interesting and creative.

**T: Open you exercise books and write the date. Today is 14th of March.**

1. ***Teacher:* The tasks of our lesson are:**

**to revise the names of the animals**

**to speak about animals in danger**

**to repeat the grammar**

**to create the lapbook.**

**T: We are going to work with it during our lesson.**

**T: At the beginning of the lesson I want to ask your attention to this rules, you should follow them:**

* **Be active! –Be attentive! –Be emotional!– First think then speak!**

1. **T:** **First task. Let us repeat the names of animals.**

Take this cards with a song, read and complete the sentences with the names of animals, then listen and check**. (***Сингапурская методика, структура ЭЙ АР ГАЙД.)* Уч-ся читают текст песни и заполняют пропуски названиями животных, затем слушают и проверяют.

**Read and match the sentences with the names of animals, then listen and check.**

**Animal Song**

The ***lion***  is the king of the jungle.

The ***elephant***  is big and strong.

The ***crocodile*** is very dangerous.

The ***snake***  is very long.

The ***monkey***  likes to swing through the branches.

The ***camel*** likes to walk, walk, walk.

The ***hippo*** likes to sit in the mud pool all day.

The ***parrot*** likes to talk, talk, talk

**Слайд 3 песня “Animal,s song”**

1. **Let’s talk a little. Look at the screen and answer the questions.**

На экране появляются слайды с картинками животных, учащиеся отвечают на вопросы учителя. Уч-ся берут картинки и помещают их на лэпбук.

|  |  |  |
| --- | --- | --- |
| **№ сл** | **Вопрос учителя** | **Ответ обучающегося** |
| ***Cлайд 4*** *птицы* | **What birds do you know?** | P1: I know a swallow, an owl, a parrot, a crane, sparrow  P2: And I know a swan, a crow, a blackbird, a woodpecker, a sparrow, starling, pigeon |
|  |  |  |
|  | **Which of the birds live in our forest?** | P4: A nightingale, a blackbird, a swallow, a woodpecker live in our forest. |
|  | **Which of the birds live in foreign countries?** | Kookaburra, an emu, an ostrich |
| ***Cлайд 5*** *животные* | **What animals do you know?** | P1: I know many animals. They are elephants, lions, bears, frogs.  P2: I know hedgehogs, squirrels, hares, foxes, monkeys. |
|  | **Which of the animals are domestic?** | P3: Domestic animals are pigs, rabbits, cows, dogs, cats.  P4: Sheep, horses are also domestic animals. |
|  | **What wild animals do you know?** | P2: Tigers, lions, bears. Wolves are wild animals.  P3: I know monkeys, hares, foxes. |
|  |  |  |

**Слайд 6 Электронная доска**

1. **Do the next task.**  **Vocabulary work. English sayings.**

***T:******Match the two columns and you’ll get some English sayings. Find the Russian equivalents. I hope the pictures will help you to do the work as quick as you can.***

***T:*** *P 1,* **Come to the screen and match this two parts and check this sayings on lapbook*.***( на лэпбуке находится гармошка с пословицами, ученик Подходит и читает)

1. As quiet as… a donkey

2. As wise as… an owl

3. As stubborn as… a fox

4. As sly as… an elephant

5. As clumsy as… a mouse

As quiet as а mouse(тихий как мышь), As wise as an owl(мудрая ка сова), As stubborn as a donkey(упрямый как осел), As sly as a fox( хитрый как лиса), As clumsy as an elephant(неуклюжий как слон).

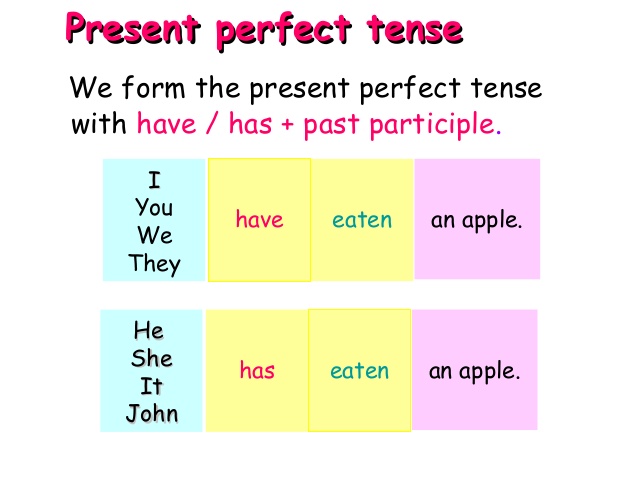
**Teacher: Exellent, you know the names of animals and birds very well. I am putting this cards with animals and birds in the pocket of the lapbook**

**You can read interesting information about animals and birds in the book.**

1. **Now is grammar task. *Слайд 8 Правило образования Present Perfect.***

**Teacher*:*Look at the screen and say: How do we form Present Perfect?(Как образуется презент перфект?)**

**Pupils: Have, has and third form of verb ( have, has и третья форма глагола)**



**T.: Come to the blackboard, read the verbs and write three forms of verbs.**

**Put the verbs in the right forms and write in your exercise books:**

Take – took-taken

Touch-touched – touched

Catch –caught – caught

Feed – fed – fed

Go – went – gone

Teach – taught – taught

Give – gave – given

Hunt – hunted – hunted

See –saw -seen

1. **We continue to work with the grammar.**

**Take the grammar cards, read word combinations, use them . Ask, answer the questions, put the verbs in right forms and act the situations . Work in pairs (*do not forget to use Present Perfect*).**

***Take a care of a pet, touch a snake, catch a mouse, feed a dog, go to the zoo, teach parrot to speak, give water to the pet, hunt animals, see wild animals.***

**-Have you ever V3 ………?**

**-Yes, I have. (No, I have not)**

1. **Teacher: Children, are you tired? Do you have a rest?**

**Bear: Good morning, may I come in?**

**Teacer: Who are you?**

**Bear: I am Bear.**

**Teacher: Where are you from?**

**Bear: I am from Australia. Children, let us sing and dance.**

**Cлайд 9 (*физкультминутка)***

*Слайд 10 фильм о редких животных:*

1. **T : Attention, please! Let us watch the film and write down the names of animals in your exercise books:**

**T:Are they endangered animals? -** Yes, they are.

**T:What animals were there?**

Top 7 endangered animals:

**Tiger.** People have hunted and killed many tigers for fun and for their beautiful skin.

The beautiful **White Bengal** is one of the rarest species.

**Polar Bear** is in danger because of weather changes and warm temperature. Polar bears could be extinct in 10-25 years.

**Cross River Gorilla** is now incredibly rare. It is killed for sport and sometimes even for food.

**Mekong Giant Catfish**  (гигантский сом меконг) native to the Mekong River criticly endangered. Only a few hundret left.

**Giant Panda** like to live in bamboo forests, but they are slowly disappearing. They are only 300 left.

**Golden-Headed Langur**  ( золотой лангур) . They are mostly wiped-out (уничтожены). They are only 70 individuals remain.

**Jarvan Rinoceros** due the poaching there are only 60 left.

1. **Развитие навыков чтения.**

***We have already watched the film about endangered animals, and now let us read the text about one of the endangered animals as polar bear. And now I want you to read and answer the questions about polar bears.***

**The Polar Bear**

In the Far North lives polar bear. It has thick white fur. The polar bear does not fall on the ice because it has long hair on its paws (лапы). It is a very good swimmer. In the sea the polar bear catches seals and fish for its dinner.

The people who live in the Far North hunt the polar bear. Its flesh and fat give them food, its thick skin give them a warm bed.

*Polar bear –медведь, Far North –Крайний север, fur –мех, seal - тюлень, flesh – мясо, fat- жир, skin –кожа.*

***Answer the questions:***

1. Where does the polar bear live?
2. Why is it not afraid of the cold?
3. What helps it not to fall on the ice?
4. What does the polar bear eat?

**5**)Why do the people of the Far North hunt the polar

1. **Применение знаний и умений в новых ситуациях. T:Children, why do you think this animals are in danger?**

**P:** The people hunt the animals for food, for skin, for fun

**Teacher:** People pollute air. - People pollute water. - People leave rubbish. - People cut down forests. We see that the situation is serious. But it’s not late to save them! Give your ways of solving the problem.

**T:** **What should we do to save them?**

**P 1: We should**

help animals

feed birds and help them

be friendly with animals

protect animals

open more national parks and reserves.

**T: Look at our lapbook, there is information about extinct animals on the lapbook, you can read this information after the lesson.** (На лэпбуке размещена книжка об исчезнувших животных)

1. **T: Yes, you are right. We should open more reserves. Do you know about thee reserves in our region. It is Smidovich Reserve in Temnikow.**

**T: I have some information about it. Look at the screen.**

**T :** Smidovich **Reserve** protects the countryside, plants, animals and birds.

It was founded by P. G. Smidovich in 1936. He was stateman and took part in environmental protection. Smidovich **Reserve** is located on the territory of Temnikov between Moksha and Satis rivers. There are a lot of species of birds and animals. In the reserve there is a Nature Museum. In the last 5 years it has been actively developing eco-tourism: There were created the eco paths, places for rest.

The reserve is home to more than 200 species of animals. Many of these plants are rare and listed in the red book: **red deer, bison, brown bear, budger(барсук), lynx(рысь)**, **white stork(аист) and others.**

1. **I think that now you know much about animals around us. They play a very important part in our life and it is always interesting to speak about animals and birds that live around.**

**Did you like the lesson? What did you like most of all? Would you like to take care of animals and birds?**

1. **T:Last task of our lesson is creation of the lapbook.**

As a result of our work we have created this lapbook. It wil save this information. Here you can find the iformation about extinct animals, you can read interesting facts about animals and birds.

1. ***Now put, please the pazls and you can see a picture.***

Известный английский ученый Джеральд Даррелл сказал : «Наш мир так же сложен и так же легко уязвим, как паутина. Коснитесь единой паутинки, и дрогнут все остальные. А мы не просто касаемся паутины, мы оставляем в ней зияющие дыры, ведем, можно сказать, биологическую битву против окружающей среды».

Живая природа должна быть для всех неприкосновенной. Наблюдайте, фотографируйте, слушайте, любуйтесь, но не уничтожайте.