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**Предмет:** Английский язык  
**Класс:** 6 класс  
**Раздел:** Our Countryside  
**Тема:** Talking about animals

Цели обучения (ссылка на учебную программу):	<ul style="list-style-type: none"><li>- understand a longer sequence of supported classroom instructions;</li><li>- use speaking and listening skills to solve problems creatively and cooperatively in groups;</li><li>- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics</li><li>- use independently familiar paper and digital reference resources to check meaning and extend understanding;</li><li>- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics;</li><li>- understand most specific information and detail of supported, extended talk on a range general and curricular topics;</li><li>- communicate meaning clearly at sentence and discourse level during, pair, group and whole class exchanges;</li></ul>
Цели урока:	<p>All learners will be able to:</p> <ul style="list-style-type: none"><li>• identify the theme of the lesson</li><li>• improve speaking and writing skills by working individually, in pairs, groups and whole class</li><li>• use some target vocabulary to talk about animals</li><li>• Most learners will be able to:</li><li>• use most target vocabulary to talk about animals</li><li>• demonstrate the ability to write simple sentences about animals</li></ul> <p>Some learners will be able to:</p> <ul style="list-style-type: none"><li>• Speak fluently about animals (describe animals, add any other important facts about the animals they know)</li><li>• Write about animals without support</li></ul>
Языковые цели:	<ul style="list-style-type: none"><li>- understand a longer sequence of supported classroom instructions;</li><li>- use speaking and listening skills to solve problems creatively and cooperatively in groups;</li><li>- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics</li><li>- use independently familiar paper and digital reference resources to check meaning and extend understanding;</li><li>- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics;</li><li>- understand most specific information and detail of supported, extended talk on a range general and curricular topics;</li><li>- communicate meaning clearly at sentence and discourse level during, pair, group and whole class exchanges;</li></ul>
Ожидаемый результат:	<p>Pupils demonstrate the ability to write simple sentences about animals</p> <p>Pupils describe animals, add any other important facts about the animals they know (size, colour, habitat, etc)</p>
Критерии успеха:	<ol style="list-style-type: none"><li>1. Pupils apply topic related vocabulary in speech and writing</li><li>2. They demonstrate the ability to participate in a conversation.</li><li>3. They select appropriate answers.</li><li>4. They complete the tasks correctly.</li></ol>
Привитие ценностей:	<p>Love to animals;</p> <p>Responsibility;</p> <p>Pupils are taught to be polite and respect each other when answering the questions and while working in groups</p>

Навыки использования ИКТ:	Teacher needs a computer and a smartboard for presentation of the language material of the lesson
Межпредметная связь:	Cross curricular link with Music (sounds of animals, video material “Old Mc Donald had a farm”), Biology
Предыдущие знания:	Colours, sizes, numerals. Present Simple

### Ход урока

Этапы урока	Запланированная деятельность на уроке	Ресурсы
Начало урока (5 min)	<p>Greeting T. greets the pupils: Good morning, Good morning, Good morning to you! Good morning, Good morning I am glad to see you!</p> <p>Tell me, please, who is absent today?</p> <p>T. says: I'll call your names. Say: here or absent.</p> <p>Warm up activity.</p> <p>Read the riddles, guess them:</p> <p>I'm a pet that has four legs And a tail at the end You might hear me barking And I'm known as man's best friend (Dog)</p> <p>This is something black and white But it's not an old TV It's a type of animal That starts with the letter Z (Zebra)</p> <p>This provides meat that you would eat When breakfast you are making A chicken is what gives the eggs And this is what gives bacon (Pig)</p> <p>How do you think, what is the theme of our lesson today? What shall we speak about?</p> <p>T. writes the theme of the lesson on the blackboard, pupils write down the theme into their copy-books.</p>	Pictures

Этапы урока	Запланированная деятельность на уроке	Ресурсы
Середина урока (30 min)	<p>Today we have a very interesting lesson. (The teacher sets the lesson objectives, letting pupils know what to anticipate from the lesson. We are going to talk about animals. At our lesson you will learn to describe them.</p> <p>Task 1. Listen to the audio! You will hear the sounds of animals; try to guess what animals produce them.</p> <p>Task 2. Revision of the names of animals which pupils have already known: Can you name the animals you see in the picture? T. shows the pictures with animals and asks pupils to name them. They should start with.... This is a or these are....</p> <p>Task 3. Let's describe the animals! This is an elephant. It is big. This is a pig. It is small, etc. (Big animals: elephant, cow, horse, tiger, lion Small animals: fox, pig, goat, cat)</p> <p>Task 4. The next task is to colour the animals. I'll give you the cards. Don't hurry! When the pupils complete the work, t. asks questions: What colour is your horse? (It is black) What colour is your pig? (It is pink). Differentiation: Stronger pupils can ask and answer these questions in pairs Well done! A rest minute.</p> <p>Task 6. Let's have a rest! Watch, listen and sing!</p> <p>Task 7. You know that animals live in different places. In the forest, in the Zoo, in water and on the farm. Let's divide the animals into two groups: Farm animals/ wild animals. (A pupil takes a picture of an animal and sticks it under a picture of the farm /forest. Do you know animals which live in the water? Work with the textbook – work with the new vocabulary T: There are many other unique and beautiful animals in nature.</p> <p>Task 8. T. divides the class into 3 groups and gives the task. Open your books on p. 31 Ex. 1 Match the photos with the words. You can use your dictionaries or digital resources to find translation of the words the meaning of which you don't know. Let's check!</p> <p>Task 9. Pair work. Read the description of the animals, find these animals in Ex.1.</p> <ol style="list-style-type: none"> <li>Two animals that spend a lot of time in the water (duck, seal)</li> <li>Four animals that only eat plants (hare, deer, gazelle, camel)</li> <li>An animal with six legs (insect)</li> <li>A small animal with a long tail (mouse)</li> <li>Four animals that hunt other animals for food (wolf, snow leopard, snake, bear)</li> </ol> <p>Check your answers!</p> <p>Task 10 . Individual work. Choose an animal from Ex.1 and write notes about it. Think about these things:</p> <ol style="list-style-type: none"> <li>Size, shape and colour</li> <li>Where they live</li> <li>What they eat</li> <li>Any other important facts</li> </ol> <p>Let's check!</p> <p>If the teacher has time, he may suggest pupils to do an extra task (game): A pupil is asked to come to the blackboard and think of an animal. The rest pupils must guess the animal, asking him questions. For ex.: Is it a very big animal? Is it a wild animal? Does it eat grass? Is it fast? etc. The pupil, who guesses the animal, goes to the blackboard.</p>	<p>Computer Audio#1 mp3 (Sounds of animals)</p> <p>Pictures of animals: cow, lion, elephant, pigs, horse, fox, horse, cat, goat) Cards: big/small Worksheet (to colour animals)</p> <p>Video: Old Mc Donald had a farm</p> <p>Pictures of the farm and the forest</p> <p>Eyes open Student's Book by authorship of Ben Goldstein, Ceri Jones, Emma Heyderman Grade 6</p> <p>English-Russian dictionaries</p>
Конец урока (3 min)	<p>Giving the homework:</p> <p>Differentiation:</p> <p>For less able pupils: Draw your favourite animal and describe it (domestic or wild, its colour, its habitat, its food) ;</p> <p>For more able pupils: Make a crossword about the animals.</p> <p>The bell has rung, it's time for us to say goodbye to each other! I hope the lesson was interesting for you!</p>	blackboard

Этапы урока	Запланированная деятельность на уроке	Ресурсы
Рефлексия (2min)	<p>Reflection: Answer the questions, please! 1. What animals do you know? 2. Where can animals live? 3. What kinds of animals do you know?</p> <p>Make self-assessment! (T. distributes self-assessment lists) Tick the sentences you agree with:</p> <ol style="list-style-type: none"> <li>1. I can name at least 5 animals</li> <li>2. I can divide animals into two big groups: farm animals and wild animals</li> <li>3. I can name the colour of an animal</li> <li>4. I can name the size of the animal</li> <li>5. I can say where the animal lives 6. I still need to work on this theme</li> </ol>	worksheet