**Учитель:** Галова Ирина Владимировна

**Количество часов** по теме **«Любимец семьи»:** 11 часов.

**Место урока** в изучаемой теме: 9 урок.

**Тема:** Самый большой и самый лучший (The biggest and the best).

**Тип урока:** обобщение и систематизация знаний.

**Цель урока**: планируется, что к концу урока учащиеся смогут составить рассказ о животном.

**Задачи урока:**

**организовать**

деятельность учащихся для повторения лексического материала (тема «Животные»), грамматического материала (степени сравнения прилагательных) и активизировать его в речевых ситуациях;

**организовать ситуации**

**-** для развития навыков восприятия и понимания речи на слух и умения извлекать и сопоставлять необходимую информацию из прочитанного текста, обобщать изученный материал;

- для развития навыков монологической и диалогической речи;

- для формирования у учащихся коммуникативных способностей, навыков парного и группового взаимодействия; контрольно-оценочных умений;

**содействовать**

привитию бережного, уважительного отношения к животным и природе.

**Оборудование:** учебник Л.М. Лапицкая и др. «English. Pupil’s book 4 класс», иллюстрации с изображением животных, раздаточный материал, листы достижений, клей, доска.

**Ход урока**

1. **Организационный этап.**

T: Good afternoon, pupils! I’m glad to see you.

Cl: We are glad to see you, too.

T: How are you?

Cl: Fine, thank you.

1. **Этап актуализации субъектного опыта.**

**1) Речевая разминка**

T: Before you take your sits, ask each other some questions about country, name, age and make a pair.

(Where are you from? What’s your name? How old are you?)

T: Great, you found your pairs ***(показать пары)*** and may take your sit, please.

**2) Проверка домашнего задания**

**T:** So now answer on one more question: Have you got a pet?

P: Yes, I have. No, I haven’t. (Yes, I’ve got a … .)

T: So, let’s check up your home task. What must did you do at home?

P: We must draw our pets and write, how it looks like, how we look after pets and what we do together.

T: All right. Who wants to tell about pet?

T*: Thank you! Well done. I’ll give you …(point). You can put your point in the list of achievement****.(Приложение 1)***

T: Dear children, tell me please, why do you like your pets?

P: We like our pets, because they’re beautiful, ……

**3) Постановка темы и задач урока.**T:  -Do you know which is the biggest animal in the world? Which is the faster?

Cl:  Yes, I do. (No, I don’t).  
T: So, today we are going to speak about the biggest and best animals in the world and learn many interesting facts about these animals.

- What do we need to do for it? Complete this phrase….

At the lesson we’ll:

**\* read …**

**\* listen …**

**\* speak …**

**\* write …**

**\* play …**

**\* role play …**

T: If you do the job right , you 'll get part of the picture.

**III. Этап обобщения и систематизации знаний и способов деятельности.**

T. At first, we must repeat some words about animals. Repeat the words after me all together. ***(хором повторяем – 1 переводит)***

Cheetah – гепард

Whale – кит

Collie – колли

Python – питон

Sloth – ленивец

Piranha – пиранья

Elephant – слон

Monkey – обезьяна

Giraffe – жираф

T: So, now let’s do ex 1b, p.11 work in pairs and read the words in and find where the animals can live? (work in pairs)

T: Where the animals can live? (in the water, on land)

T: *For good job you get а part of the picture.*

**T:** So, we remember words about the topic, now let’s work in groups and make up true sentences about the animals and stick them to the sheets. **(Приложение 2)**

-*Very well. For good job you get а part of the picture.*

Т: So, tell me in what kind of books we can find some information about records of these animals.

P: In the Guinness Record book.

T: Very well. Let’s read the facts from the Guinness Record book and check your guesses. Ex.3a, p.12. Read one by one.

T: Check your guesses by the text with your sentences on the board. All right?

P: All right.

T: For 1 right sentences you’ll get 1 point.

T: *You can put your point in the list of achievement and for good job you get а part of the picture.*

T: Stand up who have 4 points? 3 points? Etc.

T: Now let’s check how do read carefully and have a rest a little.

If the sentence is true you’re jump, if false – hide.

**Физкультминутка** Ex.3b, p.13

-*Very well. For good job you get а part of the picture.*

T: Now, some role-play. Image, that you are on the radio and going to ask the Radio programmer about animals. Think, What question can you ask?

T: The first variant will be The Radio Programmer Master, who answers the question about animals, the second variant asks questions. (игра проходит в виде диалога в парах.)

(Проверка у доски) (Оценивание работы в парах соседом)

*Very well. For good job you get а part of the picture.*

**IV. Этап контроля и самоконтроля.**

Дифференцированные задания. **(Приложение 3)**

T: Now, Let’s work in groups, and do some exercises in which you can know some more information about animals. Don’t forget about degrees of comparison of adjectives. (Вывесить таблицу с правилом на доску, для слабых детей)

T: Dima, Masha, Nikita, Ksenya – you will make up the sentences about the animals and write them in exercise books.

T: Kirill, Kostya, Ann, Dasha – you will write down the sentences, using adjectives in the correct form. I Will help you.

Take your exercise books, write down the date and start to work.

T: Now let’s listen to the \_\_\_ group. If you agree raise your hand.

T: For 1 right sentences you’ll get 1 point. Stand up who have 4 points? 3 points? Etc.

T: *You can put your point in the list of achievement and for good job you get а part of the picture.*

1. **Этап подведения итогов.**

T: Let’s look and tell me what animal turned.

P: Ostrich

T: Good job. Now make up sentences about the ostrich in pairs.

P: Ostrich is the biggest land bird. They can’t fly. They eat grass, leaves and fruits , they can eat small tortoise. They drink water. They live in Africa.

*T: I’ll give you ….point for story.* *You can put your point in the list of achievement.*

T: So, Let’s look in your list of achievement. Set a mark by the model. **(Приложение 4)**

T: Stand up who have 10? 9? I agree with you … etc.

1. **Этап информации о домашнем задании.**

Your home task. Open your record book.

If you want take 6 – ex.2, p. 9 (WB)

If you want take 8 – ex.3, p.9 (WB)

If you want take 10 – make a presentation about the biggest and the best, the most beautiful animals of our planet (or make a crossword).

1. **Этап рефлексии.**

T: I’m very pleased with your answers today. And now let’s you complete the sentences about your work at the lesson.

*It’s nice to work with …*

*The material of the lesson was …*

*I think our homework is …*

T: Thank you for work. I am sure that our lesson was useful for you. You may be free. Have a nice day! See you tomorrow.

ПРИЛОЖЕНИЕ 1

|  |  |  |  |
| --- | --- | --- | --- |
| Этап урока | Максимальная оценка | Самооценка | Оценка соседа |
| 1. Проверка домашнего задания | 10 |  |  |
| 2.работа в группах  «Составь предложения» | 4 |  |  |
| *3. Ролевая игра*  *«Радио»* | 5 |  |  |
| 4. Самостоятельная работа (в группах) | 4 |  |  |
| 5. Составление рассказа | 6 |  |  |
| Общий результат | 24 |  |  |

ПРИЛОЖЕНИЕ 2

|  |  |  |
| --- | --- | --- |
| 1 group | The cheetah is  The blue wale is  The python is  The collie is | the biggest animal.  the friendliest dog.  the fastest animal.  the angriest fish.  the longest snake.  the biggest land animal.  the tallest animal.  the slowest animal. |
| 2 group | The giraffe is  The piranha is  The sloth is  The elephant is |

ПРИЛОЖЕНИЕ 3

Дифференцированные задания

1 группа

1. Dog/ a/ puppy/ is/ a/ smaller/ than.
2. The/ most/ parrots/ are/ beautiful/ bird.
3. Cleverest/ dolphin/ are/ the/ animals.
4. Live/ the/ oldest/ in/ tortoise/ Australia.

2 группа

1. A tiger is \_\_\_\_\_\_\_\_\_\_ (big) than a rabbit.
2. The parrot is \_\_\_\_\_\_\_\_\_(noisy).
3. Snakes are \_\_\_\_\_\_\_ (angry) than tortoises.
4. The hamster is \_\_\_\_\_\_\_\_ (interesting) than a goldfish.

ПРИЛОЖЕНИЕ 4

|  |  |
| --- | --- |
| ***РOINTS*** | ***MARK*** |
| **24 – 23** | **10** |
| **22 – 21** | **9** |
| **20 – 18** | **8** |
| **17 – 15** | **7** |
| **14 – 12** | **6** |
| **11 – 8** | **5** |
| **7– 5** | **4** |
| **4 – 3** | **3** |
| **2 – 0** | **2** |