“ Animals in the Human Community. Born to Serve?”.

**Класс**: 11

**УМК:** В. Эванс, Д. Дули, К. Баранова, В. Копылова, Р. Мильруд «Звездный английский»,

**Тема урока:** Животные в человеческом сообществе

**Тип урока:** Урок обобщения и систематизации знаний и умений (совершенствование навыков

Подход в обучении: мыследеятельностный, дифференцированный

Применяемые технологии и приемы: технология развития критического мышления, проблемный диалог

**Цель урока:**

Формирование коммуникативной компетенции по теме: научить употреблять изучаемую лексику ,практиковать в неподготовленном аргументированном высказывании;

**Задачи урока:**

* практическая: развитие умения аудирования с целью извлечения информации; формировать речевую деятельность учащихся на базе новой лексики;
* развивающая: развивать память и мыслительную деятельность учащихся, развитие способности к анализу, обобщению, развитие способности к языковой догадке в целях расширения их потенциального лексического запаса, развивать умения аргументировать свою точку зрения, делать вывод, подводить итоги;
* образовательная: расширение кругозора учащихся, развитие универсальных умений, позволяющих совершенствовать учебную деятельность по овладению английским языком;
* воспитательная: формировать нравственный, позитивный режим общения при обмене мнениями, повышение мотивации к изучению английского языка.

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| 1. Введение темы.   Целеполагание: | Good afternoon, my friends. Glad to see you all here and I’d like to start our lesson with your prediction about the subject of our discussion today. Have a look at the pictures and say what we’re going to discuss today.  Can you comment on the topic of the lesson “Born to Serve?”  Look at the proverb on the screen. How do you understand it?  Well, today we’re going to speak about relationship between people and animals. What exactly are they?  But to reach the aim of the lesson and receive good marks you should:   * Be attentive, emotional, active * Listen to your classmates and the teacher * Ask and answer different questions * Participate in discussion. |
| 1. Речевая зарядка. | Now, answer the questions:   * What do people depend on animals for? (food, clothing, a source of aesthetic pleasure and spiritual strength, myths, tales, animal stories) * How do animals provide people’s recreation (in the form of hunting, fishing, bird watching and visit to zoos and circuses. * Has companionship between people and animals changed in the course of time?   Example:(I think people depend less on animals for power, because today we use electricity, petrol, gas and other resources of energy). |
| 1. Основная часть.   Mind mapping.  Watching the video.  Listening.  Sport minute.  Speaking.  Home task. | 1. There are different kinds of animals. Can you classify them?   Lizard, turtle, salamander, dog, rabbit, guinea pig, hamster, mouse, goldfish, dove, pigeon, duck, tropical fish, lion, bobcat, tiger, cockroach, dragonfly, frog    Mammals:   * \_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_   Reptiles:   * \_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_   Amphibians:   * \_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_   Birds:   * \_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_   Fish:   * \_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_   Insects:   * \_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_  1. Let’s do Ex. 1 p. 40.   In both pictures we can see animals: dogs and cats. In the first picture we see poor, hungry and miserable animals. They have no homes and where born in the street or, perhaps, were chucked by their owners and became abandoned and neglected. They are often ignored and tortured and suffer from hunger and diseases.  In picture two these dogs and cats are kept as pets. They are clean and beautiful. Their owners take care of them, are kind to them and love them.   1. Now, look at the screen again. You can see two pictures. Compare them. 2. Today animals are often used for our entertainment in circuses, for example. There are some animal-free circuses. Let’s see a short film.   Do animals take part in the show in this film? What circus is it   1. But very often, animals take part in circus performances. Listen to someone talking about the way animals are treated in circuses. How does he feel about it. (He feels angry) Ex. 7 a, p.41 2. Now, let’s have some rest. Please, write the letters with your eyes and try to guess the word. ( animal ) 3. Use ideas from the listening above and the language in the box to tell your partner. Should circuses be animal – free or should animals be used there. Ex. 7 b, p.41 4. Today lots of people keep animals. In some cases it is a matter of love and in other situations people keep them in order to look extraordinary or for their status.   Give reasons “For” and “Against” keeping exotic animals. |
| 1. Заключение. Рефлексия. | Now, I’d like you to complete the sentences:  We have reached the aim of the lesson:  During today’s lesson I have\_\_\_\_\_\_\_\_\_\_\_  got acquainted with…..  found out…  learnt…..  remembered….. |