

Урок английского языка в 6 классе по теме «Природа»

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Theme: This Wonderful World Of Nature

Aims:

- ✓ to develop speaking skills
- ✓ to promote sharing of feelings and attitudes
- ✓ to enlarge Ss' knowledge of Belarussian nature and wild nature that is endangered
- ✓ to revise Present Perfect and the plural form of nouns
- ✓ to develop Ss' attention and concentration
- ✓ to promote cooperation in class

Materials and preparation: recordings for the lesson, video «The Nature of Belarus», presentation «This Wonderful World of Nature», cards for making situational dialogues, cards «Idioms», cards «Are you a well-travelled person».

Equipment: a notebook, a screen, a slide projector

Lesson brief

I. Introduction and warm - up.

1. Greeting. Conversation «Special plans for holidays»

T.: I think you are in high spirits today because your holidays are coming. Are you staying in town or leaving for any other places? P.: I'm going to...; I'm leaving for...

2. Guessing a riddle

T.: Here in the box I have something. What's it? (a leaf) P.: Is it a stone?

3. Announcing the theme

T.: The lesson is devoted to nature. We are going to develop our speaking skills while discussing the theme, listening, reading, revising grammar, singing and playing.

II. Phonetic drill

1. Tongue-twister «Woodchuck»

T.: We'll start with our phonetic exercises. First listen then say after the announcer.

How much wood would a woodchuck chuck

if a woodchuck could chuck wood?

How much wood would a woodchuck chuck

if a woodchuck could chuck wood?

How much wood would a woodchuck chuck

if a woodchuck could chuck wood in a truck ?

As much wood would as a woodchuck could

if a woodchuck could chuck wood

III. Watching and discussing a video film

T.: The world of nature is amazing. Hardly will you find anyone who doesn't enjoy nature. Poets and writers have glorified nature in their verses and prose. Now we are going to watch a video film. The film is devoted to the nature of Belarus. While watching think over what you can say about our nature. What is it like?

T.: Well, what's the nature of our homeland like? Express your opinion. P.: The nature of Belarus is picturesque, wonderful, amazing, creepy, magnificent, charming, unusual, unique...

T.: What animals, birds and insects have you noticed (seen, recognized)? P.: I've noticed a wild boar.

T.: Why is Belarus often called a blue-eyed country? P.: It is often called a blue-eyed country because of blue lakes and rivers. There are plenty of them in our country.

T.: Are you proud to be a citizen of Belarus?

IV. Listening to animal sounds

T.: Now let's listen to animal sounds and guess what animals we've just heard.

a tiger

a parrot

a lion

an eagle

a crocodile

a horse

a hippo

a snake

an owl

a cock

an elephant

a wolf

a cow

V. Reading

T.: Now we are going to get acquainted with Belarussian nature a bit closer.

Open your books at p.43 ex.7

1. First look at the pictures. Guess the meaning of the words: A fir-tree is ... (ель), an oak-tree is... (дуб), an ash-tree is... (ясень)

2. Write the plural form of the following nouns: species, wolf, ox, mouse, goose, fish, bison, boar, sheep.

3. Read the numerals (in the text)

4. Listen and choose the correct options.

5. Find the examples of the present perfect tense in the article.

Say if you've learnt anything new from the article.

Is Belarus an interesting country to visit? Why?

VI. Break. Singing «The penguin dance»

T.: Stand up. Dance and sing to the music.

VII. Group work. Making a survey «Are you a well-travelled person?»

T.: Are you well-travelled people. Let's find out if you really are. Choose any question you like, ask each one in the group if they have done any interesting things while travelling. Then report what you've found out.

Have you seen a bison in the wild?

Have you seen a kangaroo in the zoo?

Have you ever seen an endangered animal?

Have you taken photos of wild nature?

Have you ever rescued animals?

Have you travelled a lot around Belarus?

Have you touched wild animals?

Have you seen a dangerous animal?

P.1: Five students of our group have seen a bison in the wild and the rest haven't.

VIII. Work in pairs. Making dialogues

T.: Why do we call animals our lesser brothers? P.: We must care about them because they are helpless. When we feel lonely they make our spirits high. They help us work. They can be our friends. Etc.

T.: Now you are working in pairs. Read the situation about the events which have happened to you recently, make up a dialogue and introduce it to the group.

Situations:

1. You feel sad. You've lost your pet. You are afraid that something bad may happen to it. Tell your friend about the news. Ask him to help you.
2. Your pet has hurt its paw you have to take it to the vet. You are unhappy. You meet your friend on the way to the vet and you have a talk.
3. You feel happy. You've rescued an animal from the hunter. You're glad to tell him the news.
4. You've just come from Africa. You've saved an animal. You're happy to introduce the news to your friend.

IX. Speaking. Projects «Interesting facts about animals»

1. T.: If you put the letters together correctly in pairs you'll read the names of animals that are endangered nowadays. They are in The Red Book.

ELEPHANTS, GORILLAS, PANDAS, POLAR BEARS, COALAS, TIGERS,
BISON, HIPPOS

I've asked you to find some interesting facts about the animals that are endangered. Are you ready with your projects? Be careful while listening to your classmates.

Everyone's got a question to the group. (Students introduce their projects to the group and ask a question to check up listening)

2. T.: We can often find the images of animals in short stories, fables, tales and proverbs. And there are idioms with their images. Choose any card you like, read the sentence with an idiom and let the group explain it.

He pleased the pigs today.

The tweens are like cat and dog.

You are like a bull in a China shop.

My brother is stubborn like a goat.

Mr. Black felt like a fish out of water.

Don't tell me a cock-and-bull stories.

Don't look a gift horse in the mouth.

She felt like a cat on hot bricks.

It's such a horse play!

Has the cat got your tongue?

He is bad at English. He is dog-lazy.

XI. Round-up

T.: The lesson is coming to an end. I'd like to know how you've been feeling at the lesson. Choose one of these impressions to evaluate your work:

I've been an eager beaver at the lesson. I'm proud of myself.

Now I'm hungry as a wolf. I want to keep on working.

I've been feeling like a duck to water. Now I'm glad.

I've been working like a horse and now I'm tired.

I've been as quiet as a mouse.

T.: I think everyone's been active. Your marks are...Thank you for your work.

Write down your homework: Ex.2, 3, p.57. See you.