**Методическая разработка урока английского языка**

**2 класс**

**Module 3, Unit 7a, Lesson 1**

**My animals**

**Lesson plan**

**Course–Book:** Spotlight 2, (V. Evans, J. Dooley, N. Bykova, M. Pospelova)

**Aim**: by the end of the lesson the children will be able to say what some animals and they themselves can do (name different actions), they will know the structure *like a,* and familiarize themselves with some new animals, revise the old ones.

**Skills**: developing speaking/writing skills

**New Language:** bird, frog, chimp, swim, jump, sing, dance, run, can.

The structure I can… like a…..

**Revision:** colours, animals.

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| **Stage** | **Aim** | **Teacher Does (Says)** | **Pupils Do** | **Notes** |
| 5 min  Warm-up | To revise animals and colours | Look at the pictures on the blackboard (fish, horse, kangaroo, dog) and name these animals. What colour are they? | Pupils name them and match their names to the appropriate pictures, then, they describe what colour they are. E.g. It’s a fish. It’s red. | The words frog, chimp, bird are unfamiliar for them yet, so they guess their names with the help of the teacher and match them too. |
| 10 min  Pre-story | To introduce the topic  And at the same time revise one more time all the animals  To introduce the phrase: I **can** jump **like** a frog | Please, open your books at page 62, unit 7a. Horse, frog, chimp are….  Let’s play a guessing-game  Asks the children to divide into several groups | Children guess what means the title (animals)  One pupil chooses one animal. Others: Is it a frog? –No, it isn’t and so on.  Each team gets a list with Russian sentence and one animal and action. Лягушка умеет прыгать. And words: a, can, frog, jump. They make a sentence under the Russian equivalent | One representative of the group make the sentence  *A frog can jump* and attach it next to the picture. |
| 5 min  Dynamic break | Health-saving activity | Please, stand up. Sing and do | The children listen and show the actions: (swim, jump etc.) | Students book ex.3 p 65. The song. |
| 10 min  While- story | To practice the structure I **can** jump **like a** frog. | Let’s say about us, what we can do and like who. E.g. **I can** jump **like a** frog. | The children get the cards with the names of the animals. Their task is to tell what they can do and like who. E.g. the card (fish). I can swim like a fish. | Everybody gets the different cards. The first pupil says: I can swim like a fish. His neighbor repeats: I can swim too. Then he himself says the new phrase: I can sing like a bird. And so on. |
| 15 min  Post-story | To develop writing and speaking skills  To personalize | Asks: please write a small story and represent it to the class.  Asks if pupils like the task, which project is the best | Groups get an animal and write according to the plan:  Animal: It’s a….  *(It’s a fish).*  Colour:  *(It’s red).*  Can: *A fish can swim.*  I can.. like a..:  *I can swim like a fish.*  They draw the animal, choose any colour and colour it.  Children express their opinions. | The children go to the black board. They attach their project to the blackboard. Each of them say one sentence. The 1st pupil: It’s a fish.  2nd pupil: It’s red.  3rd pupil: A fish can swim  4th pupil: I can swim like a fish.  5th pupil: I can swim like a fish too. |