Form 4

Unit 4 A DAY OFF

**Lesson 5** **Does Twinky help his mum?**

Дата: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Место урока: 5/10

**Тема урока: Домашние обязанности друга. Present Simple. Вопросительные предложения: общие вопросы**

**Тип урока:** комбинированный

**Вид урока:** традиционный

**Формы работы:** групповая, индивидуальная, парная, коллективная

**Технологии:** игровая, личностно-деятельностно-коммуникативная.

**Метод:** коммуникативный

**Цель урока:** формирование лексико-грамматических навыков по теме, развитие звуко произносительных навыков, развитие навыков восприятия и понимания речи на слух;

**Мотивация целей:** удовлетворение потребностей в общении

**Задачи:**

 - образовательная: обеспечить в ходе урока повторение грамматических правил и лексических единиц;

 - развивающая: способствовать развитию зрительной памяти, создать условия для развития оперативной и долгосрочной памяти, внимания, воображения у учащихся;

 - воспитательная: содействовать развитию навыков учебного сотрудничества и познавательного интереса к предмету "Иностранный язык"; способствовать воспитанию культуры общения в разных видах коллективного взаимодействия.

**Прогнозируемый результат:** предполагается, что к концу учебного занятия учащиеся смогут спрашивать, какую помощь они оказывают дома, и давать краткий ответы на вопросы.

**Оборудование**: компьютер, мультимедийное оборудование (проектор, интерактивная доска), презентация Smart Board, раздаточный материал, доска, мел, мяч.

**Описание деятельности:** данный урок является обобщающим по теме "Doing housework"; начало урока посвящено повторению лексического материала, необходимого для дальнейшей работы; основная часть урока посвящена работе над грамматическим материалом, развитию грамматических навыков употребления форм the Present Simple Tense в устной речи; тренировка и применение грамматического явления проводится в условно-речевых и речевых упражнениях соответственно.

**Дидактическое оснащение:** учебник "English 4. Pupil's book" (Л.М. Лапицкая и др.), рабочая тетрадь "Workbook-1, 4"(Л.М. Лапицкая и др.), книга для учителя; наглядный и раздаточный материал.

**Lesson plan**

***1. Организационно-мотивационный этап***

*Greeting*

**T:** Good afternoon! I’m glad to see you!

**T → P1, 2..:** How are you? How’s your mum/ dad?

**T:** Well, if everything is Ok let’s start our lesson. I hope we’ll have a wonderful time together

*Warming up*

**T:** Look at the board, please. There is a short poem on it. We’ll read it and try to guess what this poem is about. But there are some unknown words for you in this verse. Look at the pictures and guess their meanings (to *CRY [krai] плакать, to LAUGHT [la:f] - смеяться, the WORLD [w*ǝ:ld] - мир*)*

Listen to the poem, pay attention to the intonation.

We laugh and cry ↓.

We ***wor****k* and *pl****ay*** ↓.

We help *each other* every *d****ay*** ↓*.*

The ***wor****ld* is a lovely place to be ↓,

Because we are\_a family ↓.

**T:** There are some *letter secrets* in it ***(ay-[ei], wor - [ǝ:])***. I’ll remind you that the letter combination **ay** represents the **[ei]** sound. Repeat after me: **[ei] [ei] [ei]** – *lay, Sunday, day, pay, play*.

Are there some of these words in the poem? – **P:** Yes. Play, day. – **T:** Right you are. Thanks.

The letter combination **wor** gives us the **[ǝ:]** sound. Repeat **[ǝ:] [ǝ:] [ǝ:]** – work, word, world, worker, worm, homework. Are there some of these words in the poem? – **Ps**: Yes. Work, world. **T:** Well done.

*Shared reading.*

**T:** Read the verse together with me, then after me. “Disappearing poem”

***2. Setting aims***

**T:** What is the poem about? (Ps try to translate)

* What are the main words?
* What are you going to speak about?
* What is **the aim** of our lesson today?

**Ps**: **to speak about housework.**

**T:** Right you are! **The aim** of our lesson is to speak about housework we usually do at home.

**T:** Look at the board, please. There are some pictures on it. Look at them and guess the topic of our lesson. You are right. **The topic of the lesson is “Twinky’s family does housework”**. Today we will:

* speak about housework you and your family do at home using *the Present Simple Tense*;
* learn to ask and answer general questions using *the Present Simple Tense*;
* be able to speak about housework you usually do.

**Key question*:*** Do you do any housework**?**

***3. Актуализация знаний***

*Checking homework*

PB ex. 6, p. 102

*Speaking*

**T:** Tell about your family.

* What does your mum do in the morning?
* What does your dad do in the evening?
* What does your sister / brother do in the afternoon?

**T:** Look at the board. There are some flashcards about daily activities. Talk about their relatives. Use both affirmative and negative sentences*.* **(on the board)**

**Model:** *My sister tidies her room every day.*

 *My brother doesn’t wash the dishes.*

***4. Операционно-деятельностный этап***

*Vocabulary Practice*

**T:** You know, Twinky has got a surprise for you. He invites us to visit his house and suggests us making a space trip. But only excellent pupils who can work miracles will be able to make this trip.

**T → CL:** Do you like travelling? Would you like to visit Twinky’s family?

**CL:** Yes.

**T:** Wonderful! Let’s *play a “A magician”* game and check if you are ready for the trip. Twinky and his family have prepared some tasks for you and magicians’ diplomas. Let’s see if you can get these diplomas.

**Ex. 1**

**T:** Come to the board and take the first envelope. Read the task.

 **P:** Match the nouns to the verbs (SmartBoard)

Tidy the table

Wash my pet

Feed the dishes

Do dinner

Lay my mum

Walk housework

Help my bed

Cook the room

Make your pet

**Ex. 2**

**T:** And now task 2. P2, go to the board and take the second envelope. Read the task. **P2:** *Transform the verbs*.

**T:** Turn infinitives into verbs with the ending ‘-s’ then verbs with the ending ‘-s’ into infinitives. (on the board)

|  |  |
| --- | --- |
| *1 round* Read → readsTidy – tidiesWash – washesListen – listensDance – dancesHelp –helpsMake – makes | *2 round*Brushes – brushGoes – goDoes – doHas – haveFeeds – feedWalks – walkLays – lay |

**Ex. 3**

**T:**Match the pictures to the phrases.

Look at the Smart board. You can see some pictures and word-combinations on it.

**T:** Well done! Everybody gets “A magician’s diploma”!

***5. Операционно-познавательный этап***

 *Grammar presentation*

**T:** Now we have diplomas andTwinky is waiting for usbut we can’t ask any questions. Let’s learn how to do

P1, come to the board and choose flashcard showing what you do every day.

**T:** *OK, I’ll guess what you do every day. Do you wash the dishes?* (write the question and the short answers on the board*) – No I don’t. / Yes/ I do.*

**T**: Thanks. Take you place. P2, come to the board, choose a flashcard and show it to the class but not to me. *Does she lay the table every day? – Yes, she does. / No she doesn’t.*

*Checking understanding*

**T:** What did I ask? – Что я спрашивала? – Она накрывает на стол?

**T:** Right! You are very clever!

*Pronunciation*

**T:** Let’s practise. I’ll remind you that the [d] sound jumps on the fence [d] [d] [d]. Repeat after me [d] [d] [d]: do – don’t, does – doesn’t.

**T:**Listen and say if the voice goes up or down at the end of the question. Repeat the questions and show the intonation with an arrow.(flashcards on the tables)

*‘****Do*** *you ‘****go*** *to the / disco on Sunday? -*

*Does your mum wash the dishes?*

*Does his sister tidy the room?*

*Do you feed your dog?*

*Right you are. The voice goes up at the end of the question.*

*Practice. Pre-listening activity*

**T:** Now let’s see if you can ask questions. I’ll give you cards. The task is to

*Write Do or Does.*

**Model:** **Do** you feed your pet?

1. \_\_\_\_ you feed your pet?
2. \_\_\_\_ Twinky lay the table?
3. \_\_\_\_ your parents wash the dishes?
4. \_\_\_\_ your sister go to school?
5. \_\_\_\_ your dad do his exercises?
6. \_\_\_\_ you take a shower?
7. \_\_\_\_ Pinky tidy the house?
8. \_\_\_\_ your brother walk his dog?

**Story. PB ex. 1 p. 103**

**T:** We’re going to read about doing housework in Twinky’s family. Look at the pictures. Who can you see? Read their names. What does Winky usually do? What does Pink do? What does Linky do? What does Twinky do?

*Listening activity*

T: Listen.

Ps listen and point to the correct picture.

**T:** Answer the questions : Does Twinky help his mum? – *Yes, he does.* Who helps his mum? – *Linky, Pinky help their mum.*

*Listening activity*

(Ps listen to the story)

 *Reading activity*

**Shared reading**

**T:** Let’s read in two groups. Group 1 - Liz and Group 2 - Twinky (pupils read with the teacher)

Change the roles. (pupils read without the teacher)

Read in pairs.

**T:** Perfect!

**Letter secrets. PB, ex. 2.**

**T:** There are many letter secrets in English. Let’s revise some. Listen and answer. Is there a common sound? (flashcards of letters and sounds are on the board).

Analyse the letter secret.

**T: Listen: *Feed, teeth, three, green, street*** – Is there a common sound? **Ps**: Yes. The [i:] sound.

**T:** You hear…. **[i:]** . You write **ee**.

**Read: I feed GeeGee on seeds and cheese.**

**T:Listen:** ***Tidy, nine, time, nice, fine****.* What the common sound? – Ps: [ai]

**T:** Right you are. You hear…. **[ai]** . You write **i**.

Look at the neighbours of the stressed vowel ***i*** on the right. There is only one consonant between **I** and the following unstressed vowel **e/y.**

**T:Read: These mice are tidy and nice.**

**T:Listen*: Dishes, dinner, sister, little, igloo.*** - What the common sound? – [i]

**T:** You hear…. **[i]** . You write **i**.

Look at the neighbours of the stressed vowel ***i*** on the right. There are two or three consonants between **I** and the following unstressed vowel.

**Read: They wash the dishes in a big sink after dinner.**

Do you remember the ***Letter Ii chant***? Let’s say it: **Ii – [ai] - ice-cream – [ai] / Ii - [ai] – igloo - [i]**.

**Grammar secret. PB, ex. 3.**

**T:** I know many grammar secrets. Do you want to learn them too? Let’s do it!

**T** writes the question and the answer: **Does Twinky help his mum? – Yes, he does. He helps his mum.**

**T:** What word helps to make a question about a girl or a boy, a man or a woman or about an animal, a friend? – Ps: Does.

**T:** This verb also ‘steals’ (ворует) the ending ‘-s’ from the verb in questions. (underline)

**T**: I’ll write on the board different personal pronouns and nouns and you are to answer which helping verb we should use with these words - Do or Does.

**T:** Mike. - **Ps:** does.

You – do

She – does

Mum – does

Your sister – does

They – do

His cousins – do

We – do

Ms Read – does.

**T:** Well done. Read the **Grammar secret** (ex.1cp. 104). Explain the rule.

*Moving activity*

**T:** Come to the board and let’s play a ball game. I’ll throw the ball to different pupils and ask questions. You have to answer them.

*Does your mum tidy the house? – Yes, she does. Etc.*

*Speaking activity*

**PB, ex. 3 p. 104.**

**T:** Now we’ll play the guessing game about Twinky’s family. But first, P1 and P2, read the dialogue (*model*). Now, children, think of one of the characters – Twinky, Winky, Linky, Pinky.

P3, has you thought of a character? OK, come to the board and the rest of the class try to guess the name asking questions as in the model.

**T**: Now, pupils, play the game in pairs.

**PB, ex. 4a, p.105**.

**T:** Well, these little robots always help their mum. Pupils, do you help your mum? – Ps: Yes we do.

**Do you make your bed? – Yes, I do.**

**Do you cook dinner? – No, I don’t.**

**Does your mum cook dinner? – Yes, she does.**

**T:** Speak to your classmate. Ask each other if he or she does some housework. Use the words from the HelpBox. **T:** Great job!

***6. Рефлексивно-оценочный этап***

*Round- up*

**T:** Our lesson comes to its end. We’ve visited Twinky’s family and learnt to ask questions. Now, I hope you are able to ask anybody about doing housework in his or her family. Ask me about.

Ps ask the teacher: *Does your daughter lay the table? Does your mum feed the cat? Does your brother cook breakfast?*

***7. Информация о домашнем задании, оценка работы учащихся и выставление отметок***

**T:** Your homework will be to learn grammar rule and write 5-7 questions to ask Twinky about housework he does.Open your records books and write down your home task: ex. 1c p.104 (learn the grammar rule), ex. 4b p. 105.

Pupils, today you worked hard and were so active at the lesson. I think every task was interesting for you I liked your answers and I’m very pleased with your work! Your marks for the lesson are: (comment the marks)

Bye-bye, girls and boys!