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| **Этапы урока** | **Ход урока** | **Формы и средства выполнения** | **Время** |
| 1. **Организационный момент**
 | **T:** Good morning, children! **P:** Good morning, teacher!**T:** How are you today? **P:** We are o’k! **T:** How are you, Marsel? **Marsel:** I’m fine! Thank you! What about you?**T:** I’m fine too. Thank you. And you, Kamilla?**Kamilla:** I’m all right! **T:** Sit down, please. Let’s start our lesson. Look at the blackboard. There is an announcement. And something is written there. Insaf, read it aloud, please!**Insaf:** “Attention! Today there is a circus in our town. Come here to see. You will not regret.”**P:** Fantastic.**P2:** Wonderful.**P3:** How interesting.**T:** Will we go there, children?**P:** Yes, we will. **T:** Let’s go then | (The poster on the blackboard) | 2 minutes  |
| 1. **Фонетическая зарядка**
 | **T:** Now we have got the tickets for our circus. We can hear how different animals cry behind the scene. Can you hear it?**P:** Yes we can.**T:** let’s try to say sounds like they. A crocodile says – r - r – r. Repeat after me. **P:** A crocodile says – r - r – r. **T:** A frog says – k – k – k . **P:** A frog says – k – k – k . **T:** A monkey says – p – p – p.**P:** A monkey says – p – p – p.**T:** An elephant says - h – h – h.**P:** An elephant says - h – h – h.**T:** A dog says – g – g – g .**P:** A dog says – g – g – g .**T:** A bear says – f – f – f.**P:** A bear says – f – f – f.**T:** Now, look at the blackboard. You can see there the sounds. Let’s name them. Adelina, will you please to read them? Others will repeat after her. **T:** At the last lesson we listened to the counting rhyme. Let’s revise it. Listen to the speaker very carefully. Ssss! It’s a snake.Zzzz! It’s a bee.Sh. It’s she.Bump! It’s me. | There are some sounds of crying.The transcription cards are on the blackboard.Listening. Ex 1 p. 95 | 4 minutes |
| 1. **Речевая разминка**
 | **T:** Look at our artists on the scene. They are all different. Let’s describe them. For the correct answer I’ll give you the card, at the end of the lesson you’ll count them to get the mark.**P:** The elephant is fat and kind.**P2:** The bear is brave and fat.**P3:** The dog is kind and happy.**P4:** The monkey is merry and funny.**P5:** The cat is smart and clever.**P6:** The crocodile is angry and strong.**P7:** The frog is stupid and sad.**T:** It was a good job. Now we will play the game “What is missed?” Our artists are still on the scene. Now try to remember them. Close your eyes. Open. What is missed?**P:** A frog is missed.**T:** It is correct. … (and so on and so forth) | Playing with the toys.  | 5 minutes |
| 1. **Введение речевого образца I like.**
 | **T:** There are lots of artists on the scene. You can see them in your textbooks. It’s Ex. 1, p. 89. Look at the pictures, please. Today we will learn how to say what animals you like. We will use the word “like”. First of all, let’s read the example, and translate it. **P:** I like a dog. The dog is funny. Мне нравится собака. Собака – веселая. **T:** Rustam, what animal do you like?**Rustam:** I like a lion. **T:** How clever of you.… (and so on and so forth) |  | 3 minutes |
| 1. **Формирование навыков монологической речи.**
 | **T:** Imagine, I am the director of the circus, and you will be the animal trainers. I’m going to give you a job, but beforehand, you should tell us about your animal. What it can do? What color is it? How can you describe its character? Who wants to start? Victoria? Come up to the blackboard, please. **Victoria:** I have got a dog. I like it. It is yellow. It can jump, run, skip, swim. It is funny, kind, merry. **T:** Very good. Sit down please. Who is the next? … (and so on and so forth) |  | 10 minutes |
| 1. **Физкультминутка**
 | **T:** Our artists showed the performance for us. That is why, they are so tired. So, they will have a rest and so do we. Let’s sing a song “Clap, clap, clap your hands”. Stand up, please. Now, sit down, please.  | singing a song | 3 minutes |
| 1. **Тренировка устной речи**
 | **T:** It is high time to play a game. It’s called “Favourite sports”. I give you out the cards with the names of the sports. Your task is to ask your classmate about his or her favourite sport. Then you mark his answer like this. We will do the task in groups of four. We should use *What is your favourite sport games?* question. Repeat after me.**P:** *What is your favourite sport games?* ***T:***When everybody give the answers, one of you will say the decision. F.E. Lena likes to play football.  | Giving the testsMarking the pupils’ answers on the picture. (слайд) | 10 minutes |
| 1. **Тренировка навыков чтения вслух. Работа в парах.**
 | **T:** Our artists showed their performance for us, now, it is high time to show ours. We will show them how well we can read. I want you to open your textbooks on page 93 ex. 2 (then we will do ex. 3 p. 93). We shall read some English words. First of all, you will read after me, then we will read in turn.  |  | 3 minutes |
| 1. **Тренировка в письме.**
 | **T:** So, our artists see that you can read the words and sentences very well. They liked your reading so much, that they invited you to take part in their performance. But you should do the task for it. You should decode the Gold Rules of Circus. Look at the blackboard. YOUMUSTRUNYOUMUSTSWIMYou must divide the chain of letters, so that to read the Gold Rules.**T:** The Circus is the place where everyone is jumping, skipping, running. So the letters of our sentences do the same. Let’s try to make the sentences from these words. (ex. 4 p. 46) |  | 4 minutes |
| 1. **Подведение итогов урока.**
 | **T:** Today’s lesson comes to its end. It’s high time to give you the marks. Count your cards, please. Irik, how many cards do you have?**Irik:** 5 cards.  **T:** So, I’ll give you a 5. Good for you. Now write down our homework, please. Ex. 3,4 p. 46 (in our workbooks) and Ex. 3, 4 p. 89 (in our student’s books). The lesson is over. See you next time. Good bye, children! **P:** Good bye, teacher.  |  | 1 minute |