**Методическая разработка занятия по английскому языку**

**с детьми младшего школьного возраста**

**Тема: «Моя комната»**

**Lesson Plan**

Course-book: “Spotlight Starter” / [Virginia Evans, Jenny Dooley, Nadezda Bykova, Marina Pospelova]. –M.: Express publishing: Prosveshchenie, 2009.

Unit 3. My Room!

Lesson: 7a (p.36-37)

**Aim:** By the end of the lesson the children will be able to talk about what objects they have got in their room.

**Skills:** teaching vocabulary and a grammar structure “I’ve got…”, developing listening and speaking skills

**New Language:** a room, a chair, a table, a bed, TV; a new grammar structure I’ve got a…

**Revision:** thenames of colours, the names of school kits

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| Activity/Time | Procedure | | | Comments |
| Aim | **Teacher Does/Say** | **Pupils Say/Do** |
| Warm-up  4min | To revise the colours: pink, red, purple, orange, blue,  green, yellow | Shows pupils different school kits and asks them to name their colour, then asks them to touch an object of this colour | Name the colour, touch an object of this colour | The school kits: a pencil case, a rubber, a schoolbag, a book, a desk, a pencil |
| Teaching vocabulary  6 min | To introduce the vocabulary: a room, a chair, a table, a bed, TV | Shows flashcards one by one and names them. The teacher drills pronunciation of the words | Repeat the new words after the teacher chorally and individually | Flashcards:  a room, a chair, a table, a bed, TV |
| To develop listening skills for detail | 1.Asks the pupils to put the pictures with the new words on the desks, names the word  2. Asks pupils to listen to the audio recording and put the words in the order they hear | Find the picture and show it  Put the pictures in the right order | SB: ex1.p.36  The script: room, chair, TV, table, bed |
| Game “What is missing?”  3 min | To develop attention and practise new vocabulary | Says: “Let’s play a game “What is missing?”. The teacher sticks the pictures to the board, asks the pupils to close their eyes and hides any picture then says: “Open your eyes? What is missing?” | Say: “Let’s!”  Open their eyes and name the picture which is missing. | The teacher divides the class into two groups and asks the children to come up to the board in turns and hide any picture. |
| Teaching a new grammar structure “I’ve got a….”  5min | To introduce the topic | Asks the pupils to open their books at page 36, ex.2, points to the first picture and asks: “What’s the boy’s name?” Then the teacher introduces his friend: “This is Sumeet” and asks the children to name the objects in other pictures. | Say: Larry  Say: a yellow TV, a green chair, a red table, a blue bed | The teacher writes the number of the page on the board. |
| To introduce a new grammar structure “I’ve got a….” | Says: “Let’s listen!” The teacher turns on the audio recording and points to the characters in turn. Then the teacher translates the sentence: “I’ve got a blue bed” into L1 and explains to the pupils in L1 when this structure is used | Listen to the  audio recording and the teacher’s explanation | The script:  Larry: “I’ve got a blue bed!”  Sumeet: “It’s very nice!” |
|  | To develop pronunciation skills | Asks the pupils to repeat the dialogue after the characters chorally and individually | Repeat the dialogue |  |
| Role-play  5 min | To develop fluency in speaking | Says: “Now imagine that you are Larry and Sumeet. Make up your own dialogues.” | Make up short dialogues | Pair work |
| Song  2min | To provide a physical break | Says: “Let’s sing a song and dance!” | Listen, sing and dance | Rainbow Song (from the Kid’s Box Level 1, interactive DVD) |
| Colouring  5min | To develop motor skills and practise new vocabulary | Explains the activity: Open your Work books at page 28, take your pencils and colour the pictures. While children are coloring their pictures, the teacher comes up to every pupil and asks: “What are you coloring? What colour is your chair/bed/TV/table?” | Colour the pictures, answer the teacher’s questions | The teacher writes the number of the page on the board. Checks that pupils know what to do |
| Describing pictures  5min | To develop speaking skills | Asks individual pupils: “What have you got?” | Answer: “I’ve got a blue bed”, etc. |  |
| Game “A Snowball”  3 min | To develop  memory,  and practise new vocabulary | Says: “Let’s play a game “Snowball!”  Explains the rules to the class: “One pupil should say I’ve got a table, the next pupil should repeat their words and add something else. For example: I’ve got a table and a chair. The winner is the pupil who will be able to memorize the friends’ words and say the longest sentence | Say: “Let’s!”  Play the game | The teacher makes sure that pupils understand the rules of the game |
| Game “Echo”  2min | To develop attention and practise new vocabulary | Says the new words or sentences with them in whisper. For example: “A table, I’ve got a table, etc.” and asks the children to repeat them after the teacher like an echo. | Play the game.  Say the words or the sentences they hear | The teacher makes sure that pupils understand the rules of the game |