**Home, Sweet Home.**

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| №  M | №  УЭ | Учебный материал с указанием заданий | Руководство по усвоению учебного материала |
|  | 0.0 | **Aim: to develop your oral communication skills.**   * **To know:**  active vocabulary;   + - conversational formulas;     - prepositions of place;     - some facts about typical British houses; * **To be able to:** * A-level- use active vocabulary in oral and written speech; - read and translate; * B-level   - use conversational formulas; - use prepositions of place;  - ask and answer questions;   * C-level   - speak about types of houses;  - express your own opinion. |  |
|  | 1.0  1.1  1.3  1.4  1.5 | **You aim is to check up your knowledge on the topic.**  **Task:**  find the hidden proverbs in your envelops and read them aloud.  **Champion game** “Let the odd man out”   1. bedroom, kitchen, lawyer, sitting-room, hall; 2. cupboard, sofa, carpet, computer, curtains; 3. chairs, rugs, pictures, gardens, houses, flower; 4. enjoy, convenient, ordinary, beautiful, light.   **Task:** This table is already filled for you. Scan it quickly and decide whether these facts are true or false.  A typical British house:   |  |  | | --- | --- | | Number of people | Two, three or four | | Number of floors | One | | Number of bedrooms | Two or more | | Rooms on the ground floor | A bathroom and bedrooms | | Rooms on the first floor | A kitchen, a dining room | | Garden | No |   **Task:** Match the pictures with the definitions.   1. a house which is not joined to another house \_\_\_\_\_\_ 2. two houses joined together \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. a small house in the country \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4. a house which is a part of a large storied-building \_\_\_ 5. several houses joined together usually with balconies or terraces \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Work in groups.  Use the following expressions:  It seems to me…  If I am not mistaken…  In my opinion…  I think…  I guess…  To my mind…  Use expressions of agreement and disagreement:  It’s true/ Just so/  Yes, sure/ It’ right…  It’s false/ It’ wrong…  I don’t agree…  Use expressions from task 1.1 |
|  | 2.0  2.1  2.2  2.3  2.4 | **Your aim is to develop your listening and reading skills.**  **Task:** Listen to the children talking about their flats. Make notes in the table.  **Task:** Read the text about the owners of unusual houses.  **Task:** Match the pictures and the names of the houses.  **Task:** Try to answer the questions.   1. Does Rick like to live in his light house? 2. What about Mrs. Wilson and Ellis? Do they like living in their houses? 3. Why does Rick’s mother think that it’s better to live in an ordinary house? 4. Do you think so too? Prove your answer. | Ex.54, p.138.  Work independently.  Do the task in writing.  Exchange your papers.  Check with the key.  Work in pairs.  Check yourself with the key.  A-level  B-level |
|  | 3.0  3.1 | **Your aim is to develop your speaking skills.**  **Task:** Imagine you are taking part in the Art Competition.  Make up short stories about the imaginary houses you would like to live in. Make up drawings while listening to your classmates’ stories.  **Task:**  Make up cinquains about homes in order to sum up everything we have done and express the main idea of our lesson. | C-level  Split up in groups.  The following expressions may be useful for you:  I’d like to live in… because…  It is…  There is/are…  I would like…  On the one hand…  On the other hand…  That’s why it’s (would be) better to live in the…  Work independently.  Do the task in writing. |
|  | 4.0 | **Your aim** is to return to the beginning of the lesson, look through the aims of the lesson and give yourself a mark. | Use the pictures of different emotions on your desks. |
|  | 5.0 | **Your aim** is to choose the homework.   * Ex.50 p.138 * Ex.51 p.138 * Describe an imaginary house in writing and draw it. | A-level  B-level  C-level |

***Thank you for your cooperation!***