

Тема: **Daily life (3 form)**

Цілі:

Практична:

- 1) перевірити рівень засвоєння матеріалу за темою «Daily life»;
- 2) рівень умінь застосовувати вивчене в знайомих та змінених, нових ситуаціях;
- 3) вдосконалювати всі види мовлення учнів (читання, письмо, аудіювання, говоріння).

Розвиваюча:

Розвивати критичне мислення, пам'ять, творчий характер у дітей, навички та вміння вести бесіду за темою; формувати культуру розумової праці.

Виховна:

Досягти ситуації успіху кожного учасника творчого процесу і його максимальної самореалізації, виховувати зацікавленість у розширенні своїх знань.

Обладнання:

Годинник, малюнки за темою "Daily life" та "Professions", картки з лексикою за темою, текст «Helen Sanders is my favourite singer» (підручник "Welcome" I, Elizabeth Grey), пісня "This is the way I brush my teeth", елементи одягу лікаря, поліцейського, фермера, тощо, підручник "Fly High 3".

Тип уроку: урок застосування знань, умінь і навичок.

Хід уроку

I. Підготовка до сприйняття іншомовного мовлення.

1. Greeting. Привітання.

T.: Good day, children!

P-s: Good day, teacher!

We are glad to meet again

If it snows, if it rains,

It doesn't matter.

Hurry up! Don't be late!

We will read and then translate,

We will sing, we will write,

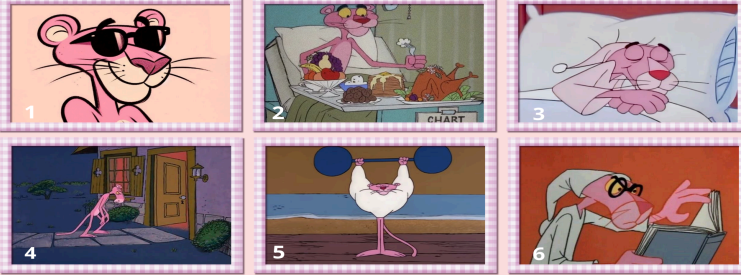
We will poems recite!

2. Warming up. Уведення в іншомовну атмосферу

T.: I agree with you that business before pleasure.

But how are you today? Which Pink Painter are you today?

Which Pink Panther are you today?



3. Drill. Фонетична зарядка.

T.: Let's practice sound [w]:

Work while you work,
Play while you play.
This is the way to be
Happy and gay.

4. What time is it? Q&A

T.: Doing is better than saying. Pay attention at the clock and answer the questions:

"What's the time?" <https://www.youtube.com/watch?v=5UFb60mlkfg>

P1: It is twelve o'clock.

T: What time is it now?

P2: It's half past one.

T.: It's time to start our English lesson.

II. Основна частина уроку.

1. Aim. Активізація лексики та оголошення теми уроку.

T.: You've got a card. Find the odd word and write it down.

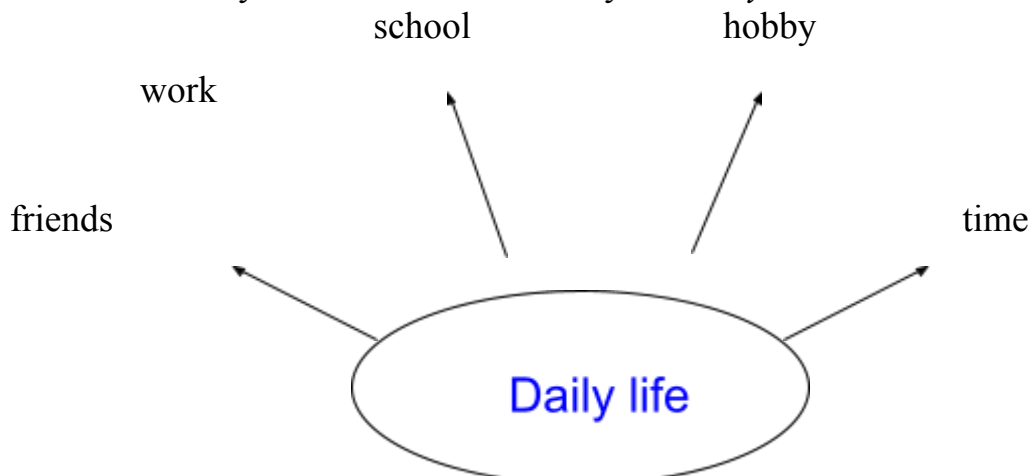
- a) book, day, pen, pencil - day
girl, boy, man, apple - apple
dog, cat, ice-cream, parrot - ice-cream
lion, red, black, orange - lion
pilot, yellow, pupil, doctor - yellow.
- b) leg, ball, doll, toy - leg
Sunday, insect, Monday - insect
dress, hat, sock, frog - frog
egg, nose, lip, leg - egg.

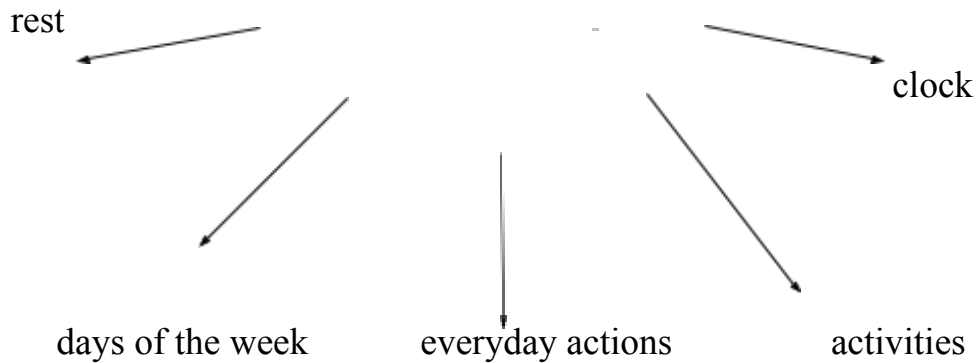
Underline the first letter of each word and make up two new words.

Do this task and you will know about what we are going to speak today.

Now we've got the answer. We are going to speak about Daily life.

What words do you associate with "Daily life"? *Try to make a word map.*





O'K today we are speaking about daily life.

2. Актуалізація опорних знань і навичок учнів.

T.: Let's watch the cartoon about working day and create your own sentences about your daily routines.

https://www.youtube.com/watch?v=qD1pnquN_DM

Speaking. Microphone. Say a few words about your working day. One by one.

P1.: - I get up at 7 o'clock.

P2.: - I clean my teeth at 7.15....

Role play. Read and mime.

T.: - Now let's play the game..

There are cards with everyday actions on my table. You should come up to my table, choose one of the cards. Read the words silently and mime this action for everybody in the class.

Listening.

1) *Listen* about Helen's working day and *draw* the times.

Helen Sanders is my favourite singer.

She gets up at eight o'clock in the morning. She has breakfast at nine o'clock.

In the afternoon she plays the piano and she sings. In the evening she visits friends or she goes to the theatre. She goes to bed at twelve o'clock.

2) *Read* the text and *put a (V) tick* or a cross (X).

Helen gets up at eight o'clock in the morning.

Helen has breakfast at nine o'clock.

Helen visits friends in the evening.

Helen goes to bed at eleven o'clock.

3) *Say* and *write* the sentences.

Cindy / get up / 6 o'clock / the morning /

Cindy gets up at 6 o'clock in the morning.

Lin / have lunch / 11 o'clock / every day.

Relax yourself: <https://www.youtube.com/watch?v=Pd4WnsXwdqw>

This is the way I brush my teeth

At 7 o'clock in the morning.

This is the way I play with my friends

At 3 o'clock in the afternoon.

This is the way watch TV

At 6 o'clock in the evening.

This is the way I go to bed

At 8 o'clock at night.

T.: Look at my pictures and answer my questions.

T.: What is he?

P1.: He is a driver.

T.: What does he do?

P2.: He drives cars, lorries and buses.

Open your books at page 44, ex. 7. *Read* the dialogue.

Pairwork.

Hello!

Hello!

What is your name?

My name is Ellie

What's your job?

I am a traffic policewoman

What do you do?

I direct cars and buses

Imagine that you are a doctor (a driver, a teacher). *Make up your own dialogues.*

Groupwork.

Unite into three groups.

Choose: a timekeeper, a secretary, a speaker, an actor.

Make a report about:

- 1) superstar's working day;
- 2) policemen's working day;
- 3) doctor's working day.

Check on homework. *Your own project.*

III. Заключна частина уроку.

Homework: FG p. 19, ex. 6, 7.

Feedback and reflection:

T.: I'd like to ask you: Who is the best actor?	Masha is.
Who is the best reader?	Sasha is.
Who is the best project-maker?	Olga is.
Who is the best pupil?	Vova is.

T: What was interesting for you at the lesson? What have you learnt today?

P-s: express and share their opinions as for the lesson itself, whether it was interesting or boring, what was easy/difficult etc. (using coloured cards or thumb-up/thumb-down system).

T.: Time is up, our lesson is over. I'm proud of you. You made my day.

T.: Good bye, children!

P-s.: We say good-bye to teachers,
We say good-bye to you,
We say good-bye to pupils,
Because we have no more to do.
Thank you for coming,
Thank you for your help,
And now we may cry "Hurray!"