

План урока

Начальной школы № 98 «Хрусталик»

Сосновской Анны Юрьевны

Age: 8-9

Topic: My Toys

Materials/Equipment: Spotlight 2 (V.Evans, J. Dooley, N.Bykova, M.Pospelova) Student's Book, Spotlight 2 (V.Evans, J. Dooley, N.Bykova, M.Pospelova) Teacher's Book, a toy box, a set of toys: a Teddy bear, a toy soldier, a ballerina, posters «Toys», DVD video Spotlight 2 (V.Evans, J. Dooley, N.Bykova, M.Pospelova),

<http://www.britishcouncil.org/>

<http://www.teachingenglish.org.uk/>

<http://learnenglishkids.britishcouncil.org/>

[illegible]

	<p>(«Hello! My name is Sue»). Have you got Teddy bears? Who has got a Teddy bear? What is his/ her name? Tell me, please. Now look at the IWB (it is a karaoke version), first we'll listen and then we'll try to sing with the girl. The girl tells us about her favourite Teddy bear. A song:</p> <p>«A bear named Sue»</p> <p>http://learnenglishkids.britishcouncil.org/en/songs/bear-named-sue Do you like the song? Do you want to know what else there is in our toy box? Can you guess? Let's try! We have got a ballerina! (I invite children to repeat «A ballerina »). Who likes to play with it? And what else have we got? A toy soldier! (I show a toy soldier and invite children to repeat after me). Who likes to play with it?</p>	<p>Ss look at the IWB, listen to the song and then sing.</p> <p>Ss name different animals, words that they know.</p> <p>Ss repeat «a ballerina, a toy soldier» and say who likes to play with these toys.</p>			
1.2 Introduction of new grammar material	<p>And now we see all toys from our toy box. (I put them again in the box and say) Look, they are in the box. (I emphasise this word and invite children to repeat after me). Then I come to the shelf and with the help of it I explain the words on, under. The I ask them «Where is a toy box?» I show and they answer.</p>	<p>Ss repeat the prepositions after me.</p> <p>Ss answer my questions.</p>	Using new grammar material.	3 min	
2.Review 2.1 Review of new vocabulary and grammar	<p>Now open your SBs, page 80, ex. 2. Tell me, what can you see in the pictures? Yes, we can see a shelf, a table, a toy box and a bed. And we can see a Teddy bear. Where's the Teddy bear? Let's read the answer. Then I ask the children questions, they answer and make their own dialogues.</p>	<p>Ss answer my questions.</p> <p>Ss work in pairs and small groups and make their own dialogues. Then some of the Ss act out their dialogues.</p>	Speaking. Working in pairs and small groups.	7 min	Work in SBs
2.2 “Kim’s game” for practicing new	<p>Now, boys and girls we'll play a game.</p> <p>http://www.teachingenglish.org.uk/language-assistant/primary-tips/toys</p> <p>Kim’s game</p>	<p>Ss name different toys trying to guess the hidden one.</p>	<p>Speaking</p> <p>Aims</p> <p>To introduce new toy vocabulary</p>	4 min	

vocabulary	I use the same toys as before plus a few more (toy animals for example) and lay them out onto a tray or other flat surface, so that I would be able to cover the area or remove it from the children's eye range. I practise them saying the names of the objects until I think they can remember most of them. Then I cover the tray and discreetly remove one of the toys. I show them the tray again and see if they can see and say which toy has been removed. I replace the toy and repeat a few times until they understand how the game works. I can then ask for volunteers to take my place and hide the toys.		To practise questions 'Is it a...?' with nouns and 'It's /It's a...' answers. To encourage individual speaking time.		
2.3 Finding pictures, practicing new vocabulary	Posters I give out posters. The children are in charge of finding pictures of toys and grouping in terms of colour or type of toy and displaying their work. http://www.teachingenglish.org.uk/language-assistant/primary-tips/working-pairs-groups	Ss find pictures, name them, group in terms of colour or type of toy and display their work.	Speaking. Working in pairs and small groups. Posters used to practise categorizing skills, reviewing colours and names of toys.	4 min	Work with the posters
3. Reading the dialogue and finding the info where is the Teddy Bear	Ok, boys and girls, now we are going to read the dialogue. Open your SBs, ex. 3 and tell me, please, what can you see in the pictures? Is Chuckles happy or sad? Why? They say their versions. I switch on the video with ex. 3 on the IWB, we listen and watch, then we read and some ss act out a small part of the dialogue.	Ss try to understand with the help of pictures what has happened with Chuckles, watch the video, read and then act out a small part of the dialogue.	Reading, scanning, finding the info. Speaking	8 min	Work in SBs
4. Quiz	So, do you want to play with a Teddy bear right now? Many children have a teddy bear. Find out about the history of teddy bears with this quiz. I switch on the IWB and we do a series of enjoyable tasks http://learnenglishkids.britishcouncil.org/en/world-games/multiple-choice/teddy-bears	Ss read the tasks and guess	Reading Aims: To develop students' skills of prediction when they come across new vocabulary To encourage group collaboration in project work	5 min	

			To promote creativity.		
5.Homework	I ask the children to bring their favourite toy to our next class.	Ss will ask a child questions to try and guess what toy a child has brought in.	This way the children will be working on their listening and understanding skills.	3 min	If a class is large they can show their favourite toy to their neighbour and tell them about it.
6.Feedback	Do you like the lesson? What did we do at the lesson? You've got "funny faces" on your desks. Show please how you liked the lesson. What do you like best in our lesson? How good were you at the lesson?	Ss say what they did Ss show "funny faces" and explain what and why they liked at the lesson.		3 min	Funny faces: Blue – I don't like. Yellow – It's OK. Red – I like it, it's fantastic.
Saying good-bye	Saying good-bye	The lesson is over. Thank you for your good work. Good-bye.	Ss say good-bye.	1 min	