**Тема**: Кольори.

**Цілі**: повторити раніше вивчені лексичні одиниці, звуки, букви, граматичні структури, закріпити вивчені лексичні одиниці, кольори, вивчити вірш.

**Обладнання**: картки з буквами, картки за темою «Іграшки», іграшки, кольорові папірці, цифри 1-8, сумка.

**Хід уроку**

**Warm up**

1. Use the numbers 1-8, count 1-8, 8-1. Put the numbers into a bag, ask pupils to guess the number you choose. “Is it one?” “No”

“Is it four?” “Yes”

1. Show the flashcards with colours, ask pupils to tell you the colour you show.

**Presentation**

1. Look, listen and repeat.

Use the flashcards to present the new vocabulary items.

A boat – a red boat – It is a red boat.

A duck – a yellow duck - It is a yellow duck.

A train – a green train - It is a green train.

An elephant – a pink elephant – It is a pink elephant.

A goat – a grey goat – It is a grey goat.

Tell the words again. Stop after each word and ask the pupils to repeat. Hold up each flashcard again. Ask question “What is this?” and hold up the flashcard. Give the answers to your questions, pointing to the flashcards. Then ask “What colour is it?”

Monitor the activity, checking for correct pronunciation.

**Practice**

1. Work in pairs. Ask and answer. Show a toy (for example, a rabbit), tell the dialogue: - What is it?

 - It is a rabbit.

 - What colour is it?

 - It is blue.

Tell the sentences several times and ask pupils to listen and repeat after you. Give pupils different toys. Ask pupils to make simple dialogues. Monitor the activity, checking for correct pronunciation.

1. Learn the poem.

Бігти в джинсах я люблю,

джинси мають колір **blue.**

Коли малюю твій портрет,

для губ беру я колір **red.**

А курча, коли маленьке -

**yellow**, бо воно жовтеньке.

Мандарин, що не дозрів,

буде він зелений – **green.**

**Brown -** колір Ескімо,

його ми залюбки з’їмо.

Чорний - **black**, я пам’ятаю,

І тепер всі фарби знаю.

Read the poem, pupils listen and repeat. Show the flashcards with colours, when you read the poem. Ask the pupils to say the poem after you. Do choral and individual repetition of poem. Monitor the activity, checking for correct pronunciation. Praise their efforts: “Good! Well done!”

**Reading**

1. Look, listen and repeat.

Stick the flashcards with letters on the board. Point to them and ask pupils to name the letters A – G with the pictures.

A – apple, B – bird, C – cat, D – dog, E – elephant, F – frog, G – giraffe

1. Play a game.

Ask the pupils to remember the pictures with the letters and close their eyes. Change the pictures. Ask the pupils to open their eyes and ask them “What is wrong?” The pupils tell the wrong pictures and tell where to put them.

**Ending the lesson**

Ask the pupils to say what they like about the lesson. Revise the poem.