**1st FORM**

**New Ukrainian School**

**Lyceum “Nadia”**

**of Svitlovodsk**

**District State**

**Administration**

**Teacher: Kryvoruchko S. L.**

**2018**

**OBJECTIVES: to develop the pupils’ speaking skills and comprehension ability of English, using the games and different activities in action.**

**OUTCOMES: the pupils should be able to name the members of their families and friends; to recognize the letters A and B, to reproduce the sounds {b} and {a}; to recall the previous language patterns .**

**LESSON PROCEDURE**

1. **Greeting. (The children make the circle and ask each other “How are you today?”—“I’m fine. (nice, well, all right, so-so…) today, thank you.”**
2. **T: Take your places. Let’s revise what we have in our classroom. What is it? (The teacher shows the pictures and things.)**

**P1, 2, 3 …: It’s a desk. (A chair, a table, a shelf, a book, a pen, a picture…)**

1. **T: One of you, come to me, choose a word, tell it to me quietly and the other pupils should ask him / her.**

**P2, 3, 4…: Is it a pen? (A blackboard, a pencil-box, a ruler, a bag, a rubber…)**

**P1: No, it is not. / Yes, it is. (The game lasts until somebody guesses the word.)**

1. **T: Let’s play a game “Do a command!” (The teacher says the different commands and the children do them.)**

**-- Stand up. Take the blue hoop. Give it to Liz.**

**-- Count the flowers (desks, chairs, books, pencils).**

**--Go to the door (bookcase, picture, shelf, window).**

**--Name the colors of the hoops.**

**--Take the pencil-case and name the things in it.**

**--Show me a big (small) shelf, a long (short) pencil.**

**5. Morning drill.**

**Hands up, Stand up, Hands on hips,**

**Hands down, Hands to the sides One, two, three, hop,**

**Hands on hips, Bend left, One, two, three, stop.**

**And sit down. Bend right. Stand still!**

1. **T: Look what I have. Let’s open our foldable. What can you see here?**

**Ps: I can see a family.**

**T: Can you name them.**

**Ps: This is a mother (a father, a sister, a brother).**

**T: By the way, let’s review the poem about the family.**

**Ps: I have a mother. Father, mother,**

**I have a father. Sister, brother,**

**I have a sister. Hands in hands**

**I have a brother. With one another.**

**T: And now, maybe some of you wants to tell us about your family.**

**Ps: I have a mother. (a father, a sister, a brother). I love my mother. (my father, my sister, my brother).**

1. **T: Look what I have in my bag. This is Ira. She is my friend. And this is Dan. He is my friend too. (The teacher takes the pictures out of her bag and shows them to the children.)**
2. **T: This is Liz. She is a girl. And this is Tom. He is a boy. (The teacher comes to every pupil and names her or him explaining that “she” is for girls and “he” is for boys. The children repeat after the teacher.)**
3. **T: Now name your friends.**

**P1: This is Sam. He is my friend.**

**P2: This is Ann. She is my friend.**

**P3: This is Nick. He is my friend.**

1. **T: What letter and sound do you know? (The teacher shows the pictures of the letter A and sound {a}.)**

**Ps: The letter “A”, the sound {a}.**

**T: By the way, look in my magic box. What have I got here? It is the letter “B” and the sound {b}.**

**Ps: The letter “B”, the sound {b}. (The children repeat in chorus.)**

1. **T: Take these cards and look at them very attentively. Show me the small /big Aa/Bb. (The children do the commands with the letters).**
2. **T: Task 1. Now take these sheets of paper and circle the words with the letter “B”. Task 2. Circle the words with the letter “A”. Task 3. Now circle the words with the letters “B” and “A”.**
3. **T: Now let’s try to read these words in chorus. (The children read after the teacher.)**
4. **T: Our lesson is over. You were so smart and creative today. But some of you should be more active. At home draw your friend, please .Thank you very much. Good-bye children!**

**Ps: Good-bye teacher.**