(BASED ON THE WORKS OF V. SUKHOMLYNSKYI)

 (FORM 7)

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 **THEME: HOUSEHOLDING CHORES**

 **“Society is a huge house**

 **made of bricks—families.**

 **The strong bricks means**

 **the strong house, the**

 **fragile bricks are the**

 **dangerous phenomenon**

 **for the society.**

 **V. Sukhomlynskyi.**

**OBJECTIVES: to develop and improve students’ listening and speaking skills by using different kinds of exercises, games and communicative situations; to teach to use the gained knowledge and information in the every day life; to develop cognitive skills, logical thinking and creativity; to educate the good attitude towards the members of your family and other people; to teach the students to be hard-working, collaborative and helpful.**

**EQUIPMENT: whiteboard, cards with tasks.**

 **PROSEDURE**

1. **Warming-up.**

**(Students stand in a circle greet each other and ask questions.)**

**T: Hello, everybody! I’m glad to see you today. What a wonderful spring day today! How are you, Ann?**

**P1: Hi, I’m fine thank you! And how are you, Nick?**

**P2: Hi, I’m marvelous, Ann, because today I’m going to the party! And how are you, Liz?**

**P3, P4, P5: O.K. Wonderful. Great…**

1. **Phonetic drill.**

**(The theme “Householding Chores” is the sub-theme of the theme “Family Relations.” The song “Remember Your Manners” is being learnt and sung during some lessons of the theme. The students are said to imagine they are on a ship sailing to a treasure island. And while sailing they have to learn how to do chores—washing the dishes, peeling the potatoes, skinning cucumbers, slicing the bread and so on. But besides the children should remember their manners! Because when the work is done they line up a single file and head for the galley. The class is divided into 5 groups. Each group is given one column of the song. The students imagine they are in the galley sitting at the different tables. And each table sings their column as they want—in tender, rough or sweet voice).**

1. **Remember your manners,**

**Because it is right!**

**Remember your manners,**

**It’s a Christian’s delight!**

1. **Think of others at the table**

**And be polite as you are able,**

**Think of others at the table,**

**And be polite as you can be!**

1. **I clean my plate, I clean my plate,**

**I thank my mother for the food I ate.**

**I clean my plate, I clean my plate,**

**And thank her for the food I ate.**

1. **Don’t talk with your mouthful,**

**It looks quite awful.**

**Don’t talk with your mouthful,**

**It looks quite bad.**

1. **Please, pass the cheese,**

**Thank you so much—A---choo!**

**--Excuse my sneeze!**

 **3. LISTENING**

 **PRE-LISTENING**

 **1) T: Before listening to the story pay attention to its heading. How do you**

 **think what this story is about?**

 **P1: I think it is about doing householding chores.**

 **P2: May be it is about children’s householding duties.**

 **2) T: The class is divided into three groups. Your task is to make an**

 **associative chains. The first group should write down the nouns**

 **concerning the main idea of the story, the second group should write down the verbs connected with householding chores and the third group should write down the appropriate adverbs.**

**3) T: Now you should make sentences. The first group name the word, the second and third groups should tell the appropriate words to make a true sentence. Then on the contrary the second group tells their word, then the third group and then the first one and so on.**

 **WHILE-LISTENING**

1. **T: While listening to the story you should pay attention to the key-words and then try to name them.**

**P1: To my mind the key-words of this story are…..**

**P2: I want to add some more words…….**

**P3: I think that such words as……….can also be key-words.**

1. **T: Tick the phrases you’ve heard in the text.**

**--feed a dog; --fry eggs; --boil sausages;**

**--tidy up the room; --cut the bread; --shake out the rug;**

**--do the laundry; --clean the sink; --rake the leaves;**

**--vacuum the carpet; --sweep the flour; --make coffee;**

**--cook breakfast; --drink coffee; --gather fruit;**

**--polish furniture; --clean the table; --plant the flowers.**

 **3) T: Answer the questions.**

 **--How many persons are mentioned in the story? Name them.**

 **--Who goes to work and who goes to school?**

 **--Who does much of the things about the house?**

 **--How do you think their mother is a housewife?**

 **--What does the daughter do in the morning?**

 **--Who is good at making coffee and tea?**

 **--What do they do in spring in their garden?**

 **--When do they have picnic?**

 **--How do you think what salads do they make?**

 **--What would it be if mother went to work?**

 **--How do you think father could manage with householding chores?**

 **POST-LISTENING**

 **Listen and act. TPR (Total physical response).**

 **T: Now you should listen to the story once more and then role-play the situation. (The roles are written on the pieces of paper and the students take them and act: for example, what they do in the kitchen in the morning: e.g. I’m a daughter. I cut the bread, boil the sausages, fry the eggs, but I don’t set the table etc. Then imagine that you are in the garden, show and say what you are doing.)**

 **SUMMING-UP**

**--And in the conclusion what can you say about this family?**

**--P1: They are very friendly, helpful and hard-working.**

**--Teacher: As great teacher, our compatriot V. Sukhomlynskyi said: “It’s very important to bring up in the children the moral duty through the labour. And the parents are responsible for it.”**

**LITERATURE.**

1. **The summaries and videos of the lectures;**
2. **The textbook “We Learn English” 7 Form by Alla Nesvit;**
3. **“Magic Library” by Angela Gergel (English for upper intermediate students).**