**Тема:** **Amazing architecture**

**Мета:** розширити знання учнів про види архітектури, розвивати комунікативні навички (вчити учнів описувати різні за архітектурою будинки, вживаючи прийменники місця розташування); розвивати навички читання та аудіювання з детальним розумінням прочитаного і почутого за темою уроку; активізувати вживання ступенів прикметників; вчити бути уважними та толерантними до однокласників,розвивати здібності самостійно планувати мовленнєві дії із застосуванням нового матеріалу; виховувати культуру спілкування та підтримувати інтерес до вивчення іноземної мови.

**Обладнання:** підручник Prepare 5, робочий зошит, CD (трек 1.20), презентація PowerPoint

**Хід уроку:**

**І. Організаційний момент**.

**Greeting:** T: Good morning, children. Glad to see you. Today we’re going to have a lesson devoted to different types of architecture which you may have seen or haven’t seen. We’re discussing the buildings where you would like to live and why.

**Introducing the topic:** T: The theme is given on the blackboard. Can you decipher it using the key on the left? Ss : Yes, it’s “**Architecture**”.

**Brainstorming:** T: What do we need to discuss the topic? Ss: We need to revise words. T: Right. Find the adjectives in the word square (WB p32 ex1 )

**ІІ. Актуалізація опорних знань учнів**

**Warmer:**

A teacher puts students into mixed-ability pairs or small groups, sets a time limit for them to write adjectives to describe different homes or apartments, e.g. small, modern, tells them the adjectives can describe size, shape, age, colour, materials, etc. Then ask them to work individually to write two sentences to describe a place using five words from their list. Students read their sentences aloud to the group, who take a vote on which one sounds the most interesting.

**ІІІ. Основна частина уроку.**

1. **Розвиток комунікативних навичок учнів (опис та обговорення фотографій із різноманітними архітектурними стилями).**

**A teacher directs students to the photos . T: Which house would you most like to live in? (Ask for a show of hands for each house and nominate individuals to say why. Do the exercise as a class before putting students into pairs to describe each building. Draw four columns on the board (one for each house) and write any useful vocabulary for each of the houses, e.g. ceilings, walls, floors, cottage, roof, tower.** Then **model the activity by describing the advantages and disadvantages of one of the houses. Write any new adjectives on the board).**

1. **Розвиток навичок аудіювання.**

Students read the instructions of ex 5 p 46. A teacher suggests writing very brief notes about each building as they listen (play the recording, pausing after each speaker if necessary). A teacher asks a student to give a summary of what each speaker said.

**Audioscript**

1 If you have nothing to hide, why not spend a few nights in this brand-new house in Tokyo? There’s plenty of light

entering the glass ceilings and walls, and the fresh design makes it spectacular to look at. But you can’t really expect to have much of a private life here, as you can see right through the building. It has three floors, but these are actually divided into twenty-one different levels, with ladders and fixed and movable steps connecting the various spaces. The house can be one single room or a collection of rooms, depending on how it is used.

2 The cottage’s location is up in the mountains of northern Portugal, well away from city life, and the large rocks on either side are definitely very original. Built in 1974, there are two floors of cosy living accommodation, kept warm by a real fire. It’s not all made of stone, either. The central part is like a traditional cottage, with an iron roof, glass windows and a steel door. And although there’s no electricity, there is a swimming pool, cut into one of the large rocks. Recently, it has attracted so many tourists and fans of unusual architecture that the owner has had to move out to escape his curious visitors.

3 This modern building is incredibly narrow, and there’s no doubt that it is the world’s thinnest house! It’s only 122 centimetres at its widest point and just 72 centimetres at its narrowest. Pushed into a gap between two larger apartment blocks in Warsaw, there’s just enough room for one person to live and work, so it could be quite cosy. For short periods of time, it offers a temporary home to travelling writers, and its Polish architect says it helps if they have a sense of humour!

4 It’s called the House in the Clouds and is now a spectacular holiday cottage available for rent, with lots of space over its seven floors. The house on top is unusual, and is much more recent than the tower below. The building was originally designed as a water tower to hold water for the local village, and the small house was built on top to make it look less ugly. There are sixty-seven steps inside to take you from the ground floor to the upstairs rooms, the highest of which has terrific views across the English countryside.

**Answers**

1 advantages – plenty of light, fresh design; disadvantages – no privacy

2 advantages – quiet, original, cosy, warm, swimming pool; disadvantages – no electricity, too many visitors

3 advantages – modern, cosy; disadvantages – narrow

4 advantages – lots of space; disadvantages – ugly, lots of steps

1. **Discussion.**

T: What house would you like to live in? How much space do you need to live in? What rooms would you like to have? What is the view from your bedroom? Etc.

Then a teacher can propose students to ask questions to each other (put students into same-ability pairs or small groups to discuss the questions; invite student pairs to discuss the questions in front of the class).

1. **Розвиток навичок читання.**

**Reading**

T: Read the descriptions of eight unusual homes and do the tasks of ex 1-3 p 46 (set a short time limit to encourage students to read quickly).

**Talking points**

T: In what ways are some modern buildings better for the environment? What makes a good family home, in your opinion? How important is to have local facilities like parks, shops near your home?

1. **Розвиток граматичних навичок (активізація вживання в мовленні учнів ступенів порівняння прикметників).**

There are examples on the blackboard:

**This is the world’s thinnest house. Someone living alone should find it easier.**

T: Which word is used to compare one thing with another? (easier – a comparative). Which word is used to compare one thing with all the others?(thinnest – a superlative). Do the exercise 1 p 47 individually (check answers and see if the class agrees before confirming).

T: Write the comparative and superlative forms of the adjectives (Ex 2,3,5 p 48). Put students into pairs to write the comparative and superlative forms. Check answers, and help with pronunciation if it’s necessary.

**ІV. Заключна частина уроку.**

Feedback, giving home assignment.

T: We’ve worked on the topic “ Amazing architecture”. Comment on our lesson.

Your hometask will be to make a mini-project about a famous building in Ukraine.