**Урок английского языка в 4 классе по теме**

**«Дом и квартира»**

**Коммуникативная ситуация урока:** «Мой дом» (Unit VI)

**Тип урока:** комбинированный с использованием интерактивных приёмов

**Цель:** формирование коммуникативной компетенции в рамках коммуникативной ситуации урока

**Прогнозируемый результат:** к окончанию урока учащиеся смогут построить монологическое высказывание о своём доме, квартире

**Задачи:**

* способствовать активизации лексического материала по теме «Дом и квартира» (Unit VI), развитию навыков монологической и диалогической речи в процессе решения коммуникативных задач;
* способствовать развитию памяти, внимания, эмоционально-чувственной сферы и творческих способностей учащихся;
* создавать условия для воспитания у учащихся интереса к изучению иностранного языка, бережного отношения к своему дому, квартире, комнате

**Материалы и оборудование:** аудиозаписи, раздаточный материал (карточки с заданиями, тексты), дидактический материал, картинки с изображением мебели, комнат в доме, компьютеры

**Учебное пособие:** Лапицкая Л.М., Калишевич А.И. “Английский язык”, 4 класс

**Ход урока:**

1. **Организационно - мотивационный этап**
2. Введение в атмосферу иноязычной речи

**T:** Good morning, children! I am glad to see you. How are you today? Are you good?

**T:** I’d like to start our lesson with a poem. Look at the board. Please, divide into two groups. The pupils of the first group will read the red lines of the poem, and the pupils of the second group will read the blue lines.

Let's go to my house.

Let's go today.

I’ll show you all the rooms

Where we work and play.

Here is the kitchen

Where Mother cooks for me.

Here is the living room

Where I watch TV.

Here is the dining room.

We eat here every day.

And this room is my room

Where I sleep and play.

1. Целеполагание, определение коммуникативной ситуации урока

T: So, children, what is the topic of our lesson? Try to guess. (MY HOUSE)

**T:** We’re going to speak about your houses, your rooms. We’ll revise our vocabulary. We’ll read, write, listen to the story, and, of course, speak a lot.

**II. Операционно - познавательный этап**

**1. Phonetic drill**

[f] – fridge, floor

[a:] – carpet, armchair, garden, bathroom

[w] – wardrobe, window, wall

[d] – desk, dining –room

[^] – cup, cupboard

**2. Vocabulary practice**

**T.** Now, children, let’s remember the names of the rooms and furniture. **Let’s work with computers.** (Работа с интерактивным сервисом **LearningApps.org**)

Do the following tasks:

* Label the pictures
* Match the description with the pictures
* Find the pair: match the pictures and the word

T. I have some riddles for you. Work in pairs and guess them.

1. This is a place in a house  
Where you might find a bookcase  
A couch and coffee table  
A TV and fireplace.

2. You spend hours in this every day  
But it isn’t a school classroom  
Instead it is where you go to sleep  
Which means that it is your  …

3. If you like to cook food  
Then this room will be your fave  
As it has an oven  
A fridge and microwave.

4. This is a part of the house  
Where something can be flushed  
It’s the place you wash yourself  
And where your teeth get brushed.

5. When you are feeling hungry  
And popcorn’s what you crave  
What room would you make it in  
That has a microwave?

6. I have seats but I’m not a train  
I have windows but I’m not an airplane  
I have tables but I’m not a restaurant  
I have bookcases but I’m not a library  
I have a sofa but I’m not a coffee shop  
I have a TV but I’m not a bedroom.

1. **Операционно - деятельностный этап**
2. **Listening**

T: Now I think it will be interesting to know about rooms and houses of our English friends. Listen to short descriptions and number the pictures.

1. My room isn’t big. I’ve got a white window and a white door. I’ve got a bed, a desk, two chairs and a bookcase in my room. I haven’t got a TV, but I have got a computer. I like my room. \_\_\_\_\_\_\_\_
2. My room is nice. The window is big. I’ve got a sofa, two armchairs, a little table and a bookcase in my room. I haven’t got a computer, but I’ve got a TV. \_\_\_\_\_\_\_
3. My room is big. I’ve got two white windows, a blue sofa and a blue armchair, a brown desk and a brown bookcase. I haven’t got a TV, but I’ve got a computer. It’s black. \_\_\_\_\_\_\_\_\_

T: Let’s check. What’s the first picture? The second? ..

T: Listen to the descriptions once again and colour the room C.

**Moving activity**

T: Let’s have a rest. Sing the song “Point to the window” and touch the things in the classroom.

1. **Speaking**
2. Now, children, ask your classmates about their rooms and houses.

“Interview”

|  |  |
| --- | --- |
| Is there a ……. in your room?  …………… a table  …………… a computer  …………… a TV  …………… a sofa  …………… a bed  …………… an armchair  ………... a wardrobe  ……….. a bookcase | Have you got a …. in your house?  .............. living – room  ……….. hall  ……….. kitchen  ……….. bedroom  ……….. dining – room  ……….. bathroom |

* Let’s report to the class.

**Model:** Sasha has got a table, a sofa and a wardrobe in her room. There are four rooms in her house, a living – room, two bedrooms and a kitchen.

2. Checking homework

T: At home you prepared the projects about your rooms and houses. Please, introduce them to your classmates. (представление проектов, над которыми работали на прошлом уроке и заканчивали дома)

1. **Оценочно – рефлексивный этап**

T: At home draw your dream house and write about it.

T: Dear friends, our lesson is almost over. We have done a lot of work. What have we done at our lesson?

**Ps:** We have spoken English a lot, answered the questions, played and listened to the tape.

**T:** Did you like our lesson? Let’s build a house. If you liked our lesson take the red brick, if you was not different – take the orange brick, if you didn’t like the lesson – take the yellow brick.

**T:** Thank you for the lesson, you were very active, attentive and bright. I enjoyed your work at the lesson. Your marks are...

* Now the lesson is over. Goodbye.