

## LESSON (1 form)

*Subject: Leisure.*

*Topic: Toys and games.*

*Class outline:*

➤ **Greeting:** Hello, children! Good morning!

S: *Good morning, good morning!*

*Good morning to you!*

*Good morning, good morning,*

*I'm glad to see you!*

➤ **warm-up:**

Today we shall learn the names of the toys and play games.

But, I don't remember what is your name. Tell me, please, what is your name?

Ok, now look at me. (*Teacher brings a chair to the front of the class and sits on it.*) Then I say:

Stand up, Sit down, Stand up, Clap your hands.

Let's repeat our actions: swim, fly, go, jump, run, sit down, stand up, clap your hands. Very good!

Sit down, open your workbooks!

= Workbook: exercise 2 page 46. We have to circle the pairs. Then you have to say what is left in each box: - Clap your hands.

Stand up.

Sit down.

= Now, look at the blackboard, we have new games:

- Look at the blackboard and repeat the numbers. (*video*)
- We have the new game – match the number with picture;

Tell me, please, how old are you?

➤ **vocabulary presentation:**

bike, kite, plane, ball, train, robot. (*flashcards are on the blackboard*)



- This is a ball. Is this a ball? Yes, this is a ball. No, this is not a ball.
- This is a train. Is this a train? Yes, this is a train. No, this is not a train.
- This is a robot. Is this a robot? Yes, this is a robot. No, this is not a robot.
- This is a bike. Is this a bike? Yes, this is a bike. No, this is not a bike.
- This is a kite. Is this a kite? Yes, this is a kite. No, this is not a kite.
- This is a plane. Is this a plane? Yes, this is a plane. No, this is not a plane.
  
- Is this ball yellow? – Yes, it is.
- Is this bike blue? – No, it is pink.
- Is this train orange? – Yes, ... No, ....
- Is this kite black? – No, it is red, blue, green, yellow.
- Is this robot grey? – No, it is blue.
- Is this plane? – Yes, it is yellow and blue.

➤ **Physical exercise**

(video)

➤ **Structures:**

*I have got a ... T - P*

S: - I have got a kite.  
 I have got a bike.  
 I have got a ball.  
 I have got a robot.  
 I have got a train.  
 I have a plane.

T: Have you got a kite? – Yes, I have. No, I haven`t.  
 Have you got a bike? – Yes, I have. No, I haven`t.  
 Have you got a ball? – Yes, I have. No, I haven`t.  
 Have you got a robot? – Yes, I have. No, I haven`t.  
 Have you got a train? – Yes, I have. No, I haven`t.  
 Have you got a plane? – Yes, I have. No, I haven`t.

➤ **listening**



Look at the blackboard and watch the cartoon. What do you think is happening? (Betty and Ron are at the park. Ron is riding his new bike and Betty is flying her kite.)

T: Who`s this? (pointing to Ron/ Betty);

What`s this? (pointing to the bike/ kite);

What colour is it?

(Teacher plays the video and asks Ss to point to the appropriate pictures as they follow along. T plays the video again, pausing after each phrase in order for Ss to repeat.)

### Transcript (*Track 24*):

**Betty:** *Hello, Ron! Is that your new bike?*

**Ron:** *Hi, Betty! Yes, it is.*

**Betty:** *I have got a kite.*

**Ron:** *Wow! It`s big.*

**Betty:** *Oh, no!*

**Boy:** *It`s OK! I have got a plane.*

**Betty and Ron:** *Thanks, Mike!*

= Workbook: Open your workbooks, page 47, exercise 1.

Match each child with his or her toy.

Tell me, please: Has Betty got a kite? Has Ron got a bike? Has Mike got a plane?

### ➤ Reflexion

Look at me! Let`s draw the picture of your favourite toy. Then you`ll present your drawings to each other.

P: (show the picture and tell) I have got a plane. / I have got a kite. / I have got a ball. /



➤ **oral practice**

Now, we play the game! I say to ... the new word and you have to speak it to each other quietly.

➤ **summarizing.**

T: OK! We have got many toys at home. And, now,  
I don't remember, what toys have you got?

*(вчитель показує картки, учні складають речення.)*

P: I have got a plane.

I have got a kite.

I have got a bike.

I have got a ball.

I have got a robot.

I have got a train.

You are good and clever pupils. I want to say that you are best of the best pupils.

Our lesson is over. Goodbye. See you soon.

Lesson aim: to create opportunities for students to remember and identify the names of toys and numbers.

Learning outcomes: by the end of the lesson students will be able to name the toys and numbers.