## Заліщицька державна гімназія

План-конспект уроку

## “Possessions”

## 5 клас

### 

# Підготувала і провела

**вчитель**

**англійської мови**

**Савчинська М.В.**

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## Тема уроку: Possessions. Have got/has got.

## Мета: навчити учнів розповідати про те, що їм належить і питати інших, що у них є; тренувати учнів у використанні конструкції have got/has got; розвивати вміння діалогічного мовлення, письма, аудіювання; виховувати почуття поваги до власності інших людей і тактовність у веденні діалогу на дану тему.

## Тип уроку: повідомлення нового матеріалу

## Обладнання та матеріали: інтерактивна дошка, аудіодиск, картки з малюнками.

## Хід уроку

## І. Організаційний момент.

**1. Привітання.**

T: Good morning, pupils. I’m glad to see you.

Ps: Good morning, teacher. We are glad to see you.

T: How are you today?

Ps: We are super. And you, teacher?

T: Me too. You are good, I’m good. Let’s start our lesson. Take your seats.

Today we are going to talk about possessions. We’ll be able to ask and answer the questions about what we have got. You will read, write, listen and make dialogues.

**2. Введення в іншомовну атмосферу.**

T: Today I have prepared a song for you to listen. Open your books on page 51. What is the title of the song? Read out, please.

P: Its title is You’ve got a style.

T: How do you understand the title? What does it mean?

P: It means You are fashionable, you are attractive.

T: Yes, you are right. And the words *hot* and *cool* here mean fashionable, attractive.

Pay attention: the lines to the song are in wrong order. Put them in right order.

Pupils listen to the song and put its lines in the right order.

**II. Основна частина уроку.**

**1. Повідомлення теми і мети уроку.**

T: Today we are going to talk about possessions. You’ll be able to ask and answer the questions about what you have got. You will read, write and speak a lot. You will make dialogues and play games.

**2. Пояснення нового матеріалу.**

T: Look at the board and read the sentence.

P: I’ve got a brother.

T: Have you got a brother, Ilona?

P: Yes, I have got a brother.

T: Ilona has got a brother. Let’s write down the sentence.

Pavlo has got a brother. Ilona and Pavlo have got brothers.

Tell me, when do we use *has got*?

P: We use *has got* with *he, she, it*.

T: Very good. Now look at the board and read through the table. When do we use *have got?*

P: We use *have got* with *I, you, we, they*.

T: You are right. We use *have got* with *I, you, we, they* and *has got* with *he, she* and *it.*

**3. Виконання вправ на закріплення граматичного матеріалу.**

T: Look at the whiteboard. There is an exercise on it. You have to choose the correct form of the verb in each sentence. Read the example.

P: He’ve got/ ‘s got a dog.

T: Good. Go to the board and choose the correct form with the help of the pen.

Pupils go to the board and do the task.

Exercise 2, page 46.

1. I’ve got / ‘s got three pets.
2. They’ve got / ‘s got a super car.
3. She’ve got / ‘s got three dogs.
4. You’ve got / ‘s got a terrific bike.
5. We’ve got / ‘s got ten cousins.
6. It’ve got / ‘s got eight legs!

T: We shall work with images now. You will have to complete the sentences using the images on the board.

Read the example.

P: I’ve got a .



I’ve got a bike.

T: Let’s do the task now.

1. My brother has got .



1. My cousin has got .



1. My mom has got .



4. We have got a new.



5. My grandma has got dark .



6. Her sister has got blue .



7. His brother has got a small .



8. My friends have got a .



9. My family has got a wonderful .



10. My cat has got a .



**4. Interrogative and negative forms of *have got*.**

T: How do we form the interrogative and negative forms of *have got/ has got*?

Look through the tables on the board and tell me when we use hasn’t got and when we use haven’t got.

P1: We use hasn’t got with he, she and it. For example: My sister hasn’t got a car.

P2: We use haven’t got with I, you, we, they. For example: They haven’t got children.

T: Very good. Let’s read through another table. Look at the board. You see a picture of a girl with a dog on it. I am writing a question: *Has she got a snake?* And the answer: *No,* *she hasn’t*. One more question: *Has* *she got a dog? – Yes, she has.*



Has she got a snake? – No, she hasn’t.

Has she got a dog? – Yes, she has.

T: Read the table once more and explain, in your own language, how we form the interrogative form of *have got / has got*.

**5. Pair work. Ask your partner.**

T: Divide into pairs and work with your partners. You see three questions on the board:

1. Have you got a…?
2. Have your parents got a…?
3. Has your brother/sister/grandma/ granddad got a…?

Write three questions for your partner. Then ask your questions and answer your partner’s questions making notes. You can make your own questions.

Model:

P1: Have you got a dog?

P2: No, I haven’t. I haven’t got a dog.

P1: Have your parents got a car?

P2: Yes, they have. They have got a car.

P1: Has your sister got a computer?

P2: Yes, she has. She has got a computer.

T: Very good, children. Let’s move a little now.

**Фізкультхвилинка.**

Pick up, put down, stand up, turn around,

Clap left, clap right, clap up, clap down,

Look left, look right, look up, look down,

Turn around, sit down, touch something … brown.

Put up your hands and touch your toes,

Cross your fingers, hold your nose.

**6. Group work. Our pets.**

T: I’ll divide you into groups of five or six now. Each student tells the group what pets he or she has got or if they haven’t got pets. Then the group makes a short report about their pets. Do you understand the task? Do it now. You see an example on the board.

Example:

We’ve got three pets. Ira has got a dog, Roman has got a hamster and Ihor has got a cat. Nastya hasn’t got a pet.

Pupils make reports about the pets in each group.

**7. A game “Snowball”**

T: We shall play a game “Snowball” now. One pupil says what he has got: e.g. I’ve got a pen. The next pupil repeats and says his/her own sentence. Each pupil repeats all the previous sentences and makes his own. Let’s start. Are you ready? Be attentive.

**III. Заключна частина уроку.**

**1. Підведення підсумків.**

T: Dear children, today you have learned how to talk about what you have got and what you haven’t got. You can ask you partners about what they have got. You were making dialogues, writing and reading the sentences during the lesson. You worked a lot and you get such marks today…

**2.** **Домашнє завдання.**

Write down your homework for the next time. Open your Workbooks on page 34. In exercise 1 you have to complete sentences with the correct form of have got/has got. In exercise 2 change the sentences from affirmative to negative. Use hasn’t got or haven’t got. Write questions and short answers in exercise 5 on page 35.

The lesson is over. Good bye.

Додаток 1.

**A song. You’ve got a style.**

You’ve got long, black hair.

You’ve got money, too.

You’ve got a red Corvette,

And it’s fast and new.

Hey girl,

Can I be your friend for a while?

You’ve got a style!

Your clothes are hot,

And your friends are cool.

You’ve got a house near the sea

With a swimming pool.

Hey boy,

Can I be your friend for a while?

You’ve got a style!

Додаток 2.

Table 1. have got (affirmative)

|  |  |  |  |
| --- | --- | --- | --- |
| Affirmative | | | |
| Full forms | | Short forms | |
| I, you | have got | I, you | ‘ve got |
| he, she, it | has got | He, she, it | ‘s got |
| We, you, they | have got | We, you, they | ‘ve got |

Table 2. have got (negative)

|  |  |  |  |
| --- | --- | --- | --- |
| Negative | | | |
| Full forms | | Short forms | |
| I, you | have not got | I, you | haven’t got |
| he, she, it | has not got | He, she, it | hasn’t got |
| We, you, they | have not got | We, you, they | haven’t got |

Table 3. have got (interrogative)

|  |  |  |
| --- | --- | --- |
| Interrogative | | |
| Have | I  you | got…? |
| Has | he  she  it | got….? |
| Have | we  you  they | got…? |