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Видання «Мій конспект» — це посібник, який ставить на меті надати допомогу вчителів в підготовці до уроку.

Автор пропонує плани-конспекти 70 уроків англійської мови, розроблені на основі підручника А. Несвіт “English 2” із використанням додаткових матеріалів.

Є можливість створити власний конспект, використовуючи посібник, який зрахований на вчителів загальноосвітніх закладів, які працюють у 2 класі за підручником А. Несвіт.

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Навчальне видання

Серія «Мій конспект»

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(до підручника А. Несвіт)

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Unit 1. MY FAMILY AND FRIENDS

Дата _____

Клас _____

Lesson 1

Тема. Привітайся з друзями

Мета:

навчальна: презентувати лексичний матеріал за темою «Моя сім'я і друзі»; ознайомитися з мовними виразами знайомства й вітання; формувати уявлення про мову як засіб спілкування між людьми; ознайомитися з римівками за темою «Знайомство»;

розвивальна: розвивати навички аудіювання та діалогічного мовлення;

виховна: викликати в дітей бажання вчитися; вивчати іноземну мову; виховувати дисципліну, звичку до систематичної розумової праці.

Обладнання: різнокольорові аркуші паперу, фломастери.

Хід уроку

WARM-UP

1. Greet the pupils as they arrive and settle down: "Come in, please. Sit down, please."
2. Say "Hi, I'm (Miss / Mrs)..." two or three times pointing at yourself.
3. **Pair work:** Pupils introduce themselves to their neighbours in the same way.

PRESENTATION

4. Listen and repeat (p. 4, ex. 1).
Say, "Look! Listen! Repeat!"
Pupils listen and repeat together after each speaker.
 - Good morning, Ann!
 - Good morning, Dan!
 - Good morning, Miss / Mrs...
 - Good morning, children.

PRACTICE

5. Dialogue
Pupils read and practice (p. 4, ex. 1) using their own names, first as a class and then in pairs.
 - Good morning, Sonia!
 - Good morning, Ivan!Go round helping the pairs.
One or two pairs come to the board and act out the dialogue. Praise their efforts: "Good! Well done!"

EXTRA POEM

Good morning, good morning,
Good morning to you.
Good morning, good morning,
I'm glad to see you!
Good morning, good morning,
Good morning to you.
Good morning, dear children,
I'm glad to see you!
Good morning, good morning,
Good morning to you.
Good morning, dear teacher,
We're glad to see you!

6. Ask the pupils to identify each other by asking, “Who’s this?” and helping them to answer, “This is...”

EXTRA “NAME TAGS”

Pupils have one sheet of paper each. Get them to fold it in half down the centre and draw a base line near the bottom of one side. Write the pupils’ names on the board. Read the names on the board one by one. Pupils copy their own names onto the paper.

Go round helping and praising them by saying, “Good!”

7. Look and say (p. 4, ex. 2).

- Hello, Miss / Mrs...
- Hi! Nice to meet you.
- Good morning, Ivan and Masha!
- Nice to meet you, too!

Let individual pupils go out of the classroom and come back in again, saying, “Hello! Good morning! Goodbye!” as they do so.

Draw the pupils’ attention to “I’m” and “I am”. Write the rule on the board and explain it in their native language.

8. Listen and repeat (p. 5, ex. 3).

Tell the pupils to look at the picture on p. 5, ex. 3. In their native language, ask the pupils to guess what they think the boy is doing.

Read the poem, pausing after each phrase. Pupils repeat the phrases chorally and individually.

Tell the pupils that they are going to learn a greeting poem in English. Explain that it is polite to say “Good morning” and “Good afternoon”.

Read the poem again. Tell the pupils to listen to the poem.

Say a line and tell the pupils to repeat after you.

9. Look and say (p. 5, ex. 4).

Tell the pupils to look at the picture.

Ask a pupil to come to the front of the class and act out a simple dialogue.

You: Goodbye, Anna.

Pupil: Goodbye, ...

Ask pairs of pupils to come to the front of the class and act out the dialogue.

— Goodbye, Olga.

— Goodbye, Sasha.

— Bye, Masha.

— See you tomorrow.

10. Speak English (p. 5, ex. 5).

Tell the pupils to do the task. You start the dialogue.

ENDING THE LESSON

11. Say, “Close your books, please”. Then say goodbye several times. Pupils repeat two or three times. Make sure that they understand you.

Finish the lesson by waving or shaking hands with each pupil. Say goodbye to individual pupils as they leave the class. Tell the pupils to say goodbye to you.

If you have some extra time, revise the phrases and the rule from ex. 1.

HOME WORK

Learn the poem (p. 5, ex. 3).

Say Hello! and Goodbye!

Тема. Про себе**Мета:**

навчальна: презентувати лексичний матеріал за темою «Про себе»; повторити мовні вирази знайомства, вітання та прощання; формувати уявлення про мову як засіб спілкування між людьми; учити читати; закріплювати графічні навички, удосконалювати навички вимови англійських звуків за допомогою розучування римівки / пісні, формувати вміння звертатися до співрозмовників;

розвивальна: розвивати навички аудіювання та діалогічного мовлення; зацікавити мовою, яку вивчають;

виховна: викликати в дітей бажання вчитися; вивчати іноземну мову; виховувати дисципліну, під час парної роботи — повагу до однокласників, звичку до систематичної розумової праці.

Обладнання: постер і картки за темою «Моя сім'я і друзі», CD.

Хід уроку

WARM-UP

1. Greet the pupils with “Hello!” or “Good morning”. Ask them to say hello to the two pupils sitting nearest to them. They can shake hands while saying hello.
2. Revision. Spend three minutes saying to individual pupils, “Hello!” or “Good morning! Nice to see you.” Pupils reply to you.

PRESENTATION

3. Listen and repeat (p. 6, ex. 1).

Tell the pupils to look at the picture.

Ask an exemplary pupil to come to the front of the class. Read the dialogue together while the class listens.

Read the dialogue again, pausing after each line for the class to repeat.

PRACTICE

4. Read, complete and say (p. 6, ex. 2).

Ask the pupils to work in pairs and say the dialogue with their partner.

If you wish, ask some of the pairs to repeat their dialogue aloud for the class.

Learn the new structure “We are in the second form.” Translate it into their native language. Repeat it several times chorally and individually.

EXTRA

Ask the first question to the person sitting next to you. He / She replies and asks the following question to the person sitting next to him / her. Continue in this way around the class.

Ask the pupils to read the dialogue.

When the pupils have finished, let them go round the class greeting each other, asking and answering the questions.

5. Listen and repeat (p. 7, ex. 3).

Tell the pupils that they are going to learn a greeting poem in English. Explain that it is polite to say “Good evening” and “Good night”.

Read the poem.

Tell the pupils to listen to the poem. Read again and pause after each line.

Say a line and tell the pupils to repeat after you.

Read the poem again and ask the pupils to repeat the poem.

6. Work in pairs (p. 7, ex. 4).

Tell the pupils to look at the picture.

In pairs, pupils read and practice Picture 1 only. One or two pairs act out the dialogue.

Then pupils read and practice Picture 2 in pairs. One or two pairs act out the dialogue.

EXTRA

Before starting to play a class or team game, the following procedures are recommended:

1. Divide the class into teams.
2. Use a choosing rhyme to add suspense and involve the pupils in the process of picking players for class or team games:
Eeny, Meeny,
Miney, Mo,
Choose a person;
Off we GO!
3. The pupil chosen is the one you are pointing at on the word GO!
4. Always get the pupils to chant with you.
5. Give each team an English name. e.g., the Tigers or Lions.
6. Vary the team names from lesson to lesson to practice new words.
7. Write team names on the board for scoring during games.

ALPHABET RACE

Divide the class into two teams.

Write the small letters of the alphabet at random across the board as the class chant out the alphabet all together: a, b, c, d, e, f, etc.

Call out one player from each team. Give some chalk to each one.

Explain that they are going to have an Alphabet Race.

Call out any letter of the alphabet.

The two players race to find it on the board. One team crosses off (X) letters if they find them first, and the other team puts circles (O) around letters.

After every two or three letters, two new players come out and take over the race.

Have two or three races if there is time.

ENDING THE LESSON

7. Finish the lesson by saying goodbye to the pupils as they leave.
Pupils say goodbye to you.

HOME WORK

Bring the alphabet cards and coloured chalk.

Revise the poem (p. 7, ex. 3).

Тема. Звідки ти родом?**Мета:**

навчальна: презентувати лексичний матеріал за темою «Звідки ти родом»; повторити мовні вирази знайомства, вітання та прощання; формувати уявлення про мову як засіб спілкування між людьми; повторити англійський алфавіт, учити читати; закріплювати графічні навички, удосконалювати навички вимови англійських звуків за допомогою розучування римівок і складання діалогів;

розвивальна: розвивати навички аудіювання й діалогічного мовлення; толерантного ставлення до однокласників;

виховна: викликати в дітей бажання вчитися; вивчати іноземну мову; виховувати дисципліну, повагу до однокласників, звичку до систематичної розумової праці.

Обладнання: постер і картки за темою «Моя сім'я і друзі», «Свійські тварини»; CD.

Хід уроку**WARM-UP**

1. Play or read the alphabet song and ask the pupils to sing or read it. Pupils will probably be able to sing it from memory, but if they need help, tell them to look at ex. 1, p. 8 (Pupil's Book) until they remember it.
2. Ask three or four pupils to come up to the board. Ask them to say the alphabet one by one looking at the letters on the board.
3. Tell three or four pupils to sing the song. Then ask them to circle the vowel letters only.

PRESENTATION

4. Look and say (p. 8, ex. 2).

Teach four of the six words using the flashcards: boy, girl, woman, man.

Hold the flashcards so that the whole class can see it. If necessary, walk round the room and show them to the pupils.

Pronounce the words clearly.

Do choral and individual repetition. Follow the same procedure three or four times.

Write the words and stick the flashcards under the words. Ask the pupils to spell the words.

When you have practiced the four words thoroughly, teach the other two words: cat, dog. Use the flashcards and follow the same procedure.

EXTRA

Learn a poem.

Ask the pupils to say the poem and do the actions.

Pupils point to themselves or their friends.

I am a girl / boy,
A little one.
I like to play,
I like to run.

My name is Andrey / Ann / Max
And I live here,
With my Daddy,
My Mummy, dear.

PRACTICE

5. Listen, match and say (p. 8, ex. 3).

Write the phrases from the exercise on the board.

Read them chorally and individually.

Ask individual pupils to match them. Ask the other pupils read them aloud. Do choral and individual repetition.

Divide the class into two groups and practice the dialogue, with one group reading the questions and the other group reading the answers.

6. Learn the new phrases.

— Where are you from? — I’m from the UK.

— Where do you live? — I live in London.

Explain what “the UK” stands for in their native language.

Let pairs of pupils come to the front of the class and act out the dialogue.

7. Time for fun. Listen and sing (p. 9, ex. 4).

Tell the pupils to listen to the poem. Read it.

Read it again and pause after each line. Read a line and tell the pupils to repeat after you. Encourage the pupils to pretend to speak like the characters of the poem.

READING

8. Work in pairs. Read and act out (p. 9, ex. 5).

Follow the procedure described in Lesson 2.

ENDING THE LESSON

9. Speak English (p. 9, ex. 6).

Finish the lesson by saying to each pupil in turn as they leave, “Where are you from? Where do you live?”

Then say goodbye to the pupils and ask each pupil to reply, “Goodbye”.

HOME WORK

Learn the poem (p. 9, ex. 4).

Revise (p. 9, ex. 6).

Тема. Мої друзі**Мета:**

навчальна: презентувати новий граматичний і лексичний матеріал за темою «Моя сім'я»; практикувати мовні засоби за темою «Знайомство»; особові займенники;

розвивальна: розвивати навички аудіювання, спонтанні відповіді на запитання та швидку реакцію;

виховна: виховувати вміння сконцентруватися, слухати інших, формувати доброзичливу атмосферу в класі.

Обладнання: таблиця з особовими займенниками; карта світу, національні прапори країн: України, Китаю, США та Великої Британії.

Хід уроку**WARM-UP**

1. Chain game: Start an introductions chain round the class, like this:

T to Pupil 1. Hello, my name is... What is your name?

Then the teacher throws the ball to the pupil.

Pupil 1 to T. My name's Masha.

Pupil 1 to Pupil 2. Hello, my name is Masha. What is your name?

Then the pupil throws the ball to the other pupil.

Pupil 2 continues by asking Pupil 3 the question and so on, round the class.

PRESENTATION

2. Listen and repeat (p. 10, ex. 1).

Before listening: introduce the question "Where are you from?" Then get the pupils to ask you "Where are you from?" so that you can introduce and practice the answer "I am from Ukraine." Practice with individual pupils round the class.

Pupils listen and read.

Pupils listen and repeat, first together and then individually.

PRACTICE

In pairs, pupils read and practice Picture 1 only. One or two pairs act out the dialogue.

Pupils in pairs read and practice Picture 2. One or two pairs act out the dialogue.

READING

3. Reading game. Listen and repeat (p. 10, ex. 2).

Divide the class into two teams and play the game. Individual pupils read the phrase and make up a dialogue. Then the best group acts out the dialogue.

4. Work in pairs. Acting out (p. 11, ex. 4).

Tell the pupils to look at the picture. In pairs, pupils read and Practice the dialogue. Go around helping the pairs.

One or two pairs act out the dialogue. Praise their efforts: "Good! Well done!"

5. Look and say (p. 11, ex. 4).

Let the pupils do this activity using the table "Personal Pronouns". If you wish, you can have the pupils change partners.

Then pupils read the sentences. Praise their efforts: "Good! Well done!"

6. Listen and read (p. 11, ex. 5).

Read the names.

EXTRA

Ask the pupils to say the poem and do the actions. Pupils point at themselves or their friends.

My name is Ann,
Her name is Nan,
His name is Ben,
Say it again.

Repeat this poem two or three times.

Replace the names in the poem with the names of the pupils in your class.

Say the poem again pointing to the children.

My name is Kate,
Her name is Jul,
His name is Andy,
Say it again.

My name is Mary,
Her name is Tania,
His name is Kirill,
Say it again.

My name is Kolia,
Her name is Nadia,
His name is Anton,
Say it again.

7. Speak English (p. 11, ex. 6). Ask the pupil to come up to the board one by one and speak about his / her friend using the phrases:

I have got a friend.

His / Her name is...

He / She is from...

He / She lives in...

ENDING THE LESSON

8. If there is time, sing or recite the Alphabet song (p. 8, ex. 1) again or revise the extra poems (Lessons 3–4).

HOME WORK

Revise (p. 11, ex. 4).

Do ex. 6, p. 11.

Тема. Моя сім'я**Мета:**

навчальна: презентувати новий граматичний і лексичний матеріал за темою «Моя сім'я»; практикувати мовні засоби за темою «Цифри» та «Знайомство»; «Дієслово to be»;

розвивальна: розвивати навички аудіювання, спонтанні відповіді на запитання та швидку реакцію;

виховна: виховувати вміння сконцентруватися, слухати інших, формувати доброзичливу атмосферу в класі.

Обладнання: м'яч, картки з цифрами від 1 до 10, картки за темою «Сім'я», плакат «Дієслово to be».

Хід уроку

WARM-UP**1. Revise personal pronouns.**

Point at a boy and a girl in the class and say "he / she". Point at boys and girls and say "they".

Point at yourself and say "I". Come up to somebody. Take his / her hand and say "we". Then point at somebody else and say "you".

2. Ask a pupil to come to the front of the class and repeat the actions. If the pupil hesitates, help him / her.**PRESENTATION****3. Look and match. Say (p. 12, ex. 1).**

Stick the family cards to the board. Teach four of the eight words using the flashcards: mother, father, daughter, son.

Point to the flashcards and make sure the whole class can see them. If necessary, walk round the room and show them to the pupils.

Pronounce every word clearly.

Do choral and individual repetition. Follow the same procedure three or four times.

Write the words and stick the flashcards under the words. Ask the pupils to spell the words. Draw the pupils' attention to the word "daughter".

When you have practiced these four words thoroughly, teach the other four words: aunt, uncle, sister, brother. Use the flashcards and follow the same procedure.

PRACTICE**4. Revise the numbers from 1 to 10.**

Use the number flashcards. Stick them next to the family flashcards or write the numbers next to them.

Follow the same procedure as in ex. 1, p. 12.

Ask the pupils to answer your questions and point at the pictures.

— What is number 1?

— It's a father.

— What is number 2?

— It's a mother... and so on.

Pupils answer the questions and point at the pictures in their text books.

5. Listen and repeat (p. 12, ex. 2).

Read the dialogues and act them out. In pairs, pupils read and practice Dialogue 1 only. One or two pairs act out the dialogue.

In pairs, pupils read and practice Dialogue 2. One or two pairs act out the dialogue.

Pupils read and practice Dialogue 3 in pairs. One or two pairs act out the dialogue.

6. Pair work. Acting out (p. 13, ex. 3).

Act out the dialogues. Repeat with a different pupil, but this time let the pupil choose the partner to act them out with.

Repeat with several different pupils.

7. Grammar. The Verb to Be.

Work with the poster “The Verb to Be” or write the verb “to be” with different personal pronouns on the board. Read and translate the meanings of the verb “to be” into their native language. Explain the short forms too.

Revise the meanings of the verb “to be” using the table in the book (p. 13).

READING AND WRITING

8. Complete and say (p. 13, ex. 4).

Write the sentences on the board leaving gaps for the verb “to be”.

Do the task together with the pupils explaining why you use “am”, “is” or “are”. Pupils can explain in their native language. Use their native language to correct them if necessary.

Key: 1. My family is large. 2. We are a family of four. 3. This is my father. I am his son. Jane is his daughter. 4. He is a pupil. 5. They are my brothers. 6. My sister’s name is Helen.

9. Speak English (p. 13, ex. 5).

Pupils listen to your story about a relative.

I have got a sister. Her name is Ann. She is big. She is ten. She is from Ukraine. She lives in Kharkiv.

Ask the pupils to tell you about their relatives. Help or correct them if they have difficulties.

ENDING THE LESSON

Game: Number Bingo!

Pupils draw a six-square bingo frame and write a different number between 0 and ten in each square of the frame. They cross off each number as it is called out.

HOME WORK

Learn the forms of the verb “to be” (p. 13).

Do ex. 5, p. 13.

Learn the new words.

Тема. Мої дідусь та бабуся**Мета:**

навчальна: презентувати новий граматичний і лексичний матеріал за темою «Моя сім'я»; практикувати лексичні одиниці за темою «Знайомство»; «Указові займенники»;

розвивальна: розвивати навички аудіювання, спонтанні відповіді на запитання та швидку реакцію; розвивати міжособове спілкування в парі, групі; розвивати комунікативні здібності;

виховна: виховувати вміння сконцентруватися, слухати інших, формувати доброзичливу атмосферу в класі, виховувати соціокультурні компетенції.

Обладнання: картки за темою «Сім'я», плакат «Указові займенники».

Хід уроку**WARM-UP**

1. Revise the family words by pointing at the family cards and asking the pupils to say the words. Do choral and individual repetition.
2. Ask five pupils to come to the front of the class and give them each a family card. Each pupil writes a word. Correct the spelling.
3. Repeat with different pupils.

PRESENTATION

4. Listen and repeat (p. 14, ex. 1).

Stick the family cards to the board. Teach the words using the flashcards: a grandpa, a grandma, a grandson, a granddaughter, grandparents.

Point to the flashcards and make sure the whole class can see them. If necessary, walk round the room and show them to the pupils.

Pronounce every word clearly.

Do choral and individually repetition. Follow the same procedure three or four times.

Write the words and stick the flashcards under the words. Ask the pupils to spell the words. Draw the pupils' attention to the word "granddaughter".

5. Listen and repeat (p. 14, ex. 2).

Read the first part of the dialogue. Pupils listen and point at each speaker in turn.

In pairs, pupils read and practice Dialogue 1 only. One or two pairs act out the dialogue.

Pupils read and practice Dialogue 2 in pairs. One or two pairs act out the dialogue.

Pupils read and practice Dialogue 3 in pairs. One or two pairs act out the dialogue.

Teach the structures "this is — these are" and "that is — those are". Translate them. Then give examples: "This is a pen." (showing a pen to the pupils) and "These are pens." (showing pens to the pupils).

Then take a pen and put it near the door. Come back to your table. Point at the pen and say, "That is a pen."

Do the same with several pens: "Those are pens."

PRACTICE

6. Read, complete and say (p. 14, ex. 3).

Revise the meanings of the verb "to be" using the table in the book (p. 13).

Do the task together with the pupils explaining why you use “this is — these are” and “that is — those are”. Pupils can explain in their native language. Use their native language to correct them if necessary.

Key: 1. This is my father. 2. These are my parents. 3. That is my granny.
4. Those are my grandparents. 5. This is my sister, and that is my brother.
6. These are my parents, and those are my grandparents.

READING AND WRITING

7. Listen and repeat (p. 15, ex. 4).

Tell the pupils to look at the picture.

Ask questions about the picture: “Who are they? Where are they?”

Pupils listen and read the poem to themselves.

Pupils listen and repeat after the teacher, first together and then individually.

Ask the pupils to read the poem. Go around helping the pupils to read.

8. Look, complete and say (p. 15, ex. 5).

Pupils do the task explaining why they use “this — these” and “that — those”. Pupils can explain in their native language. Use their native language to correct them if necessary.

Key: 1. This is me. My name is Oscar. 2. That is my Aunt Anna. 3. These are my cousins, Tom and Bob. 4. Those are their grandparents. 5. That is their garden. 6. That is their house.

ENDING THE LESSON

9. Speak English (p. 15, ex. 6).

Ask the pupils to speak about their relatives. Use the patterns. Help or correct them if they have difficulties.

HOME WORK

Bring the photos of your family.

Do ex. 6, p. 15.

Read the poem (p. 15, ex. 4).

Learn the new words.

Тема. У моїй родині**Мета:**

навчальна: презентувати новий граматичний і лексичний матеріал за темою «Моя сім'я»; практикувати лексичні одиниці за темою «Моя сім'я»; «Артикли»;

розвивальна: розвивати навички аудіювання, спонтанні відповіді на запитання та швидку реакцію; розвивати комунікативні здібності учнів;

виховна: виховувати вміння сконцентруватися, слухати інших, формувати доброзичливу атмосферу в класі, виховувати соціокультурні компетенції.

Обладнання: картки за темою «Сім'я», плакат «Артикли. Неозначений артикль».

Хід уроку**WARM-UP****PICTURE FLASHCARDS**

Hold up the flashcards one at a time and ask several questions about each one, e.g., “Is it a mother?” Pupils reply, “Yes, it is. / No, it isn't.”

Revise all the family words, old and new, using the flashcards or photos. Do choral and individual repetition.

Play a team game. Divide the class into two teams. Hold up a flashcard or a photo. A pupil from one team says the word. If it is correct, the team wins a point. If the pupil does not know the word, the other team can try to say the word — to win a bonus point.

PRESENTATION

1. Listen and repeat (p. 16, ex. 1).

Introduce the new words using the book pictures and miming.

Pupils listen and repeat.

QUESTION — ANSWER

T (pointing at Picture 1 and asking). Is it a poem?

P. No, it isn't.

T. Is it a story?

P. Yes, it is.

Then ask about different pictures on p. 16, ex. 1, helping the pupils to use the short answers correctly.

2. Teach the articles *a, an* using the words “an apple pie”, “an old man”, “a young woman”.

PRACTICE

3. Work in pairs. Ask and answer (p. 16, ex. 2).

Point at one of the pictures (p. 16, ex. 1) and help the pupils to ask you a question about it using “Is this a / an...?” Answer their questions with short answers, as before. Ask and answer the questions about two or three pictures, then tell the pupils to work in pairs with the other pictures.

Use the family photos too. Help or correct the pupils if they have difficulties.

4. Listen and read (p. 16, ex. 3).

Read the sentences. Pupils listen.

Read again, pausing after each sentence to let the pupils point at the pictures.

Ask the pupils to read the text. Do choral and individual repetition.

READING AND WRITING

5. Choose and say (p. 16, ex. 4).

Read the sentences and choose the right answers. Ask the exemplary pupils to do the task. Then the other pupils can repeat.

- Key:** 1. The story is about Ann and Alan. 2. The children have got an aunt.
3. Aunt Amy cooks a pie.
6. Find and say (p. 16, ex. 5).
Read the task in their native language. Read the example.
Make up your own example: "An apple is red."
Ask the pupils to give their own examples.

ENDING THE LESSON

7. Speak English (p. 16, ex. 6).
Work in pairs.
Ask the pupils to put their family photos on the desks.
Ask them to read the questions and answer them using the patterns.

EXTRA

NUMBER RACE

- Have a Number Race with numbers 0–10 on the board.
Divide the class into two teams.
Write the numbers on the board at random as the class chant out them: one, two, three, four, etc.
Call out one player from each team. Give some chalk to each one.
Explain that they are going to have a Number Race.
Call out any number from the board.
The two players race to find it on the board.
One team crosses off (X) numbers if they find them first, and the other team circles (O) them.
After every two or three numbers, two new players come out and take over the race.
Have two or three races if there is time.

HOME WORK

- Bring the photos of your family and a few sheets of paper.
Do ex. 6, p. 16.
Learn the new words.