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Видання «Мій конспект» розрахований на вчителя початкової школі, який викладає англійську мову в загально-освітній школі за програмою 2012 року. Цей методичний посібник ставить на меті надати допомогу вчителю в підготовці до уроку.

Автор пропонує плани-конспекти 65 уроків англійської мови, розроблені на основі підручника О. Карп'юк «Англійська мова 3» із використанням додаткових матеріалів.

Є можливість створити власний конспект, використовуючи посібник: перфорація сторінок дозволяє оформлювати плани уроків на окремих аркушах та вписувати інформацію щодо до класу, в якому ці уроки проводяться.

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Англ

Навчальне видання

Серія «Мій конспект»

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(до підручника О. Карп'юк)**

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ЗМІСТ

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Introduction. NICE TO SEE YOU AGAIN!

Дата _____

Клас _____

Lesson 1. ЗНАЙОМСЯ З НОВИМИ ДРУЗЬЯМИ

Мета:

- **навчальна:** презентувати лексичний матеріал за темою «Моя сім'я і друзі»; ознайомитися з мовними виразами знайомства та вітання; повторити раніше вивчені лексичні одиниці, звуки, граматичні структури, формувати уявлення про мову як засіб спілкування між людьми; ознайомитися з римами за темами «Знайомство», «Цифри», «Алфавіт» та повторити букви англійського алфавіту, звуки та транскрипційні знаки;
- **розвивальна:** розвивати навички аудіювання й діалогічного мовлення; уміння вести бесіду, слухати співрозмовника, удосконалювати фонетику й артикуляцію звуків, навички письма латинськими буквами;
- **виховна:** викликати в дітей бажання вчитися; допомогти їм бути розкутими в спілкуванні, вивчати іноземну мову; виховувати дисципліну, звичку до систематичної розумової праці.

Обладнання: тематичний плакат «Дозвілля», «Моя сім'я».

Хід уроку

WARM-UP

1. Greet pupils as they arrive and settle down, "Hello! Come in, please. Sit down, please".
2. Say, "Hello, I'm (Miss/Mrs/Mr) ..." two or three times pointing at yourself and saying your name.
3. Pair work: Pupils introduce themselves to their neighbours in the same way, "Hello, I'm Masha/Sasha/Max/Ivan."
Ask pupils to make dialogues:
Hello! I am ... What is your name?
Hi! I am ..., etc.
Let some pupils go out of the classroom and come back in again, saying, "Hello! I am ... What is your name?"
Ask pupils to come to the front of the classroom and act out a simple dialogue.

PRESENTATION

4. Listen and sing a song (p. 4, ex. 1).
Ask pupils to open the books and look at the pictures of the exercise. Ask questions about the "smiles" in the story, e.g., "Are they happy? Are they nice?"
Listen to the song, pausing after each line of text for pupils to repeat.
Divide the class into pairs to play the parts of the "smiles".
Pupils practice acting out the story in their pairs.
Monitor the activity, checking for correct pronunciation.
Ask some of the pairs to come to the front of the class and act out the story.
Praise their efforts: "Good! Well done!"

PRACTICE

Optional activity

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

Name teams. Divide the class into teams. Give each team an English name, e.g., "The Tigers" or "The Lions". Vary team names every lesson to practice new words. Write team names on the board for scoring during games.

Choose players. Use a “choosing rhyme” to add suspense and pupil involvement to the process of picking players for class or team games, such as:

Eeny, Meeny, Miney, Mo,
Choose a person; off we GO!

The pupil chosen is the one you are pointing at on the word GO!

Always get pupils to chant with you.

“Name labels” Game

Pupils have one sheet of paper each. Get them to fold it in half down the centre and draw a base line to write on, 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 name onto their paper.

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

5. Pronounce the sounds (p. 5, ex. 2).

Tell pupils to look at the sounds.

Read the sounds. Pupils repeat.

Then stick the letters to the board and ask pupils to write the sounds of the letters on the board: B b /b/, D d /d/, etc.

Ask pupils to practice pronouncing the letters individually and chorally.

READING AND WRITING

6. Match and pronounce (p. 5, ex. 3).

Ask pupils to read the letters.

After reading: Ask them to read the letters again and write the letters on the board.

Give a sound card to a pupil and ask him/her to stick the sound card to the letter on the board.

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

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

Read the words again. Tell pupils to listen to the words of the song.

Ask pupils to sing the song.

8. Listen and read (p. 5, ex. 4).

Ask pupils to listen and read the text.

Ask, “What’s the sister’s name? How many friends are there? What’s her little brother’s name?”

Give each pupil a piece of paper. Ask pupils to write about themselves, using the words on the board.

Write on the board, “I’ve got a ...” and ask pupils to write a sentence about members of their families on their pieces of paper.

Then collect the pieces of paper. Read one, without mentioning the pupil’s name. Then ask, “Who is it?” Pupils guess the answer.

ENDING THE LESSON

9. Say, “Close your books, please”. Then say “Goodbye!” several times. Pupils repeat two or three times. Make sure that they understand you. Tell pupils to say “Goodbye!” to you.

HOME WORK

Read p. 4–5, ex. 1, 4.

FURTHER PRACTICE

Use Workbook tasks at the lesson or at home.

Lesson 2. СІМ'Я ДРУГА

Дата _____

Клас _____

Мета:

- **навчальна:** презентувати лексичний матеріал за темою «Моя сім'я і друзі»; ознайомитися з новими й повторити вивчені мовні вирази знайомства та вітання; повторити раніше вивчені лексичні одиниці, граматичні структури, формувати уявлення про мову як засіб спілкування між людьми; ознайомитися з текстом за темою «Знайомство»;
- **розвивальна:** розвивати навички аудіювання й діалогічного мовлення; уміння вести бесіду, слухати співрозмовника, удосконалювати фонетику й артикуляцію звуків, навички письма латинськими буквами;
- **виховна:** викликати в дітей бажання вчитися; допомогти їм бути розкутими в спілкуванні, вивчати іноземну мову; виховувати дисципліну, звичку до систематичної розумової праці.

Обладнання: тематичний плакат «Дозвілля», «Моя сім'я».

Хід уроку

WARM-UP

1. As pupils come into the class, smile and say “Hello”. Encourage pupils to say “Hello” back to you.
2. Say, “It’s a new year. Welcome back”. Begin the class with some common greetings. Ask and answer the questions “How are you?” and “What’s your name?” Pupils then ask and answer the questions in pairs or small groups.

PRESENTATION

3. “Bingo!” (p. 6, ex. 1).

Pupils choose a block of four pictures anywhere on the page and cover all the other pictures. Their pictures must be next to each other vertically and/or horizontally. Play “Bingo!” by calling out words for any of the pictures on the page. Pupils cover the pictures you name. The first person to cover all four pictures in their block calls out “Bingo!” Play two or three rounds. Pupils choose different blocks of pictures each time.

Optional activities

1. Start to draw an object (e.g., a toy) on the board, stopping at intervals to ask pupils “What’s this?” Pupils guess what it is. The pupil who guesses correctly can draw the next picture.
2. Hold up two number cards (or draw two numbers on the board) and ask pupils to add up the two numbers. This can also be played as a team game.

PRACTICE

4. Ask and answer (p. 7, ex. 2).

Play an “Introduction circle” game. Ask pupils to stand up and form a circle. Go round the circle counting them off by twos. Ask all the number 1 pupils to turn to their left and all the number 2 pupils to turn to their right. Pupils introduce themselves to the pupil they are facing, shaking hands if they wish, then move on round the circle to the next pupil asking for their name and age. They continue until they have made their way around the circle to their original starting point. If there is not enough space in your classroom, you could adapt the activity by having smaller groups of four pupils or ask two random pupils at a time to stand up and introduce themselves to each other.

READING AND WRITING

5. Look and answer (p. 7, ex. 3).
 - Tell pupils to look at the pictures of the children.
 - Ask pupils, "Do you remember the children? What are their names?"
 - Say the letter of every picture and ask, "Who is this boy/girl? What is his/her name? How old is he/she?"
 - Pupils say the name and age of each character.
 - Key:* a. Vicky (7); b. Bill (8); c. Kate (10); d. Nick (7); e. Tom (4).
6. Listen, read and answer (p. 7, ex. 4).
 - Before reading: Set two questions for pupils to answer as they listen and read, "Who are they?" (the Browns) "Where do they live?" (in London).
 - Pupils listen and read the text after you. Repeat chorally and individually.
 - Follow the same procedure three or four times.
 - Pupils listen and find the answers to the two questions.
 - After reading: Pupils answer the questions.
 - Pupils practice reading the text.
 - Ask pupils to write the answers to the questions on the board.

Optional activity

"Memory game"

Write words the board. Pupils close their eyes while you remove one word. Pupils then open their eyes and try to remember what is missing. They can either say the word, or write it down. Do this with lexical sets of words, e.g., parts of the body, colours, foods, etc.

ENDING THE LESSON

"What can I see?" Game

Say, "One, two, three. What can I see? I can see something beginning with P." Pupils look for objects beginning with P and make guesses: "Is it a pen? No, it isn't. Is it a pencil? Yes, it is." When they guess correctly, they have to point at the object and say where it is, "It's on your desk. / It's over there/ here." Play several rounds, letting pupils take over as soon as possible.

HOME WORK

Documentation Portfolio: This type is also known as the "working" portfolio. Specifically, this approach involves a collection of work over time showing growth and improvement reflecting pupils' learning of identified outcomes. The documentation portfolio can include everything from brainstorming activities to drafts to finished products. The collection becomes meaningful when specific items are selected out to focus on particular educational experiences or goals. It can include the best and weakest of student work. Teach pupils to make a portfolio step by step.

Portfolio Work: Bring a photo of your family, describe it and write down some information about your family on a sheet of paper using the text of the lesson.

Read p. 7, ex. 4.

FURTHER PRACTICE

Use Workbook tasks at the lesson or at home.

Мета:

- **навчальна:** активізувати вивчений лексико-граматичний матеріал, розвивати вміння й навички читання, письма, усного мовлення, формувати граматичні навички вживання іменників у присвійному відмінку, повторити правила читання голосних і приголосних букв англійського алфавіту, повторити дієслово to be;
- **розвивальна:** розвивати навички аудіювання та діалогічного мовлення; вміння вести бесіду, слухати співрозмовника, удосконалювати фонетику й артикуляцію звуків, навички письма латинськими буквами, мотивувати готовність брати участь в іншомовному спілкуванні;
- **виховна:** формувати позитивне ставлення до іноземної мови як засобу спілкування, учити розуміти важливість опанування іноземною мовою і потреби користуватися нею як засобом спілкування; виховувати дисципліну, звичку до систематичної розумової праці.

Обладнання: матеріали до учнівських портфоліо, тематичні плакат і картки до теми «Я, моя сім'я і друзі», картки з буквами, звуками англійського алфавіту, граматична таблиця «Дієслово to be», м'яч.

Хід уроку

WARM-UP

1. Play a “Chain game”.

Start an introductions chain round the class, like this:

Teacher to Pupil 1. “Hello, my name is ... What is your name?” Then the teacher throws the ball to the pupil.

P1 to T. My name’s Masha.

P1 to P2. Hello, my name is Masha. What is your name? Then the pupil throws the ball to another pupil.

P2 continues by asking P3 the question and so on, round the class. Play two or three rounds. Try to do it quickly.

PRESENTATION

2. Listen and read (p. 8, ex. 1).

Before listening: Pre-teach the question “Are you Kate?” Then get the pupils to ask YOU “Are you Miss/Mrs/Mr ...?” so that you can introduce and practice the answer “I am ...” Practice this short exchange of greeting with some pupils round the class.

Pupils listen to the text and read silently.

Pupils listen and repeat, first together and then individually.

Ask the questions below the text and encourage pupils to answer them using the text.

PRACTICE

3. Read, copy and fill in (p. 8, ex. 2).

Stick the table “The Verb to Be” to the board.

Revise the full and short forms of the verb “to be” individually and chorally.

Ask pupils to make some sentences using the verb “to be”.

Write some sentences on the board and ask pupils to complete them using the table:

I ... a boy.

She ... a girl.

We ... pupils.
Kate ... a girl, etc.
Then ask pupils to complete the sentences from the exercise.
Ask pupils to copy them down and underline the verb “to be”.

READING AND WRITING

4. Follow and read (p. 9, ex. 3).
Ask pupils to look at the words in the exercise.
Tell them that they are going to listen to different sounds of the same letters and words.
Hold the flashcard with the first sound so that the whole class can see it. If necessary, walk round the room and show it to pupils.
Say the sound clearly.
Repeat chorally and individually. Follow the same procedure three or four times with every sound. Draw pupils’ attention to the word “live”.
Stick the sounds to the board.
Read the columns one by one.
Repeat chorally and individually.
Monitor the activity and help where necessary.
Write some words on the board under the sounds and circle the key letters in one or two words.
Ask pupils to look at them and read.
Ask some pupils to look at the rest of the words and circle the letters that represent the sounds.

PRONUNCIATION

5. Pronounce the sounds (p. 9, ex. 4).
Ask pupils to look at the sounds and pronounce them.
Ask pupils to go to the board and point to the sounds in the words on the board.
6. Match and pronounce (p. 9, ex. 5).
Stick the vowels to the board in a column.
Stick the sounds of the vowels in another column.
Ask pupils to match the vowels and the sounds.
Then write words with the sounds in the third column.

ENDING THE LESSON

Optional activity

“Phonics posters”. This activity can be used at any phonics lesson. Give out pieces of paper and coloured pencils and tell children they are going to make a phonics poster. Children choose one of the letter combinations you are studying, and draw pictures of two or three words with those letters.

Somewhere in the poster, they also have to write the letters and colour them.

Put the phonics posters up around the classroom.

HOME WORK

Read p. 8–9, ex. 1, 3.

Write the answers to the questions (p. 8, ex. 1).

FURTHER PRACTICE

Use Workbook tasks at the lesson or at home.