**Довідкові матеріали**

**ЗРАЗОК ЗАЛІКОВОГО КОНСПЕКТУ УРОКУ**

**З АНГЛІЙСЬКОЇ МОВИ ДЛЯ 2-го КЛАСУ**

**VASYL STEFANYK PRECARPATHIAN NATIONAL UNIVERSITY**

**PEDAGOGICAL INSTITUTE**

Form teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Institute instructor \_\_\_\_\_\_\_\_\_\_\_\_\_

**THEME : “Learning the Letters D d, M m”**

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Group: 47

Ivano-Frankivsk

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**THEME: Learning the letters D d, M m.**

**AIMS:**

**Educational**: to explore and teach some English idioms and practice using them in the process of communication.

**Practical**: to involve pupils in the process of English communication.

**Cultural**: to develop pupils’ creative thinking.

**Audio and visual facilities**: the table with the letters, the picture of a man and a woman with a dog, text-books, exercise-books, individual cards, coloured pencils and sketch-books.

**PROCEDURE OF THE LESSON**:

1. **Preliminaries**

T.: Good morning! Good morning!

Good morning to you,

Good morning, dear children!

Good morning to you!

P-s: Good morning! Hi and hallo!

Nice to meet you!

Hi, good morning, hallo!

Good morning! Hi and hallo!

Girls: Good morning!

Boys: Hallo!

Together: Good morning! Hallo! It is nice to see you!

T.: Sit gown, please. Get everything ready for the lesson. Let’s begin now. What day of the week is it today? What is the date today? Who is on duty today?

Together: Ann is on duty today!

P-s: It is Monday today. It is the tenth of October.

T.: Who is absent today?

P-s.: Nobody is absent, all pupils are present.

**II. a) Conversational warm up**

Now all of you greet your neighbour. For example:

Hallo! Hallo!

Hallo to you!

Hallo! Hallo!

It is nice to see you!

1. **b) Phonetic warm up**

T.: Now we shall pronounce the sound [s] – [o]. Listen to the way I pronounce the words:

*This, sit, tennis, mother, sister, brother, father, seven, stand, that, sad, think, sink, thick.*

Now try to repeat after me the words, paying attention to the sounds: [s] – [o]. ( The pupils repeat the words after the teacher).

T.: Now, all of you, listen to the way I pronounce the letters [d] and [m]. Now you try [d] and a bit longer [d-d-d]. Very well, and now [m] and a bit longer [m-m-m]. I shall pronounce some words with these letters and you will repeat after me all together: *my, my name, my mum, my mummy, my mother, a man, a map, a monkey, dad, my dad, daddy, and, stand, sand, a desk, a dog, a duster.* Now do tongue twister and twist your tongue! Repeat after me: *Many men at the map, many men on the mat. Daddy, don’t dance on the desk!* I am pleased with the way you are doing in your pronunciation. Let’s do some exercise:

Stand up, please!

Look at the blackboard (etc.)

Point to the window (etc.).

Touch your book (etc.).

Show me your copybook (etc.).

Sit down, please.

Good job! I am glad you have done it.

**Main Part of the Lesson**

1. **The homework checking**

T.: What is your homework for today?

P.: Our homework for today is Exercise 9, 10 page 25.

T.: Are you ready with your homework? Let’s check it up. (Pupils read exercises and the teacher corrects their mistakes. If there are some mistakes, the teacher may ask a pupil go to the blackboard and write sentences correctly). Right you are, I believe that now everything is clear.

**IV. New Material Presentation**

T.: Today we shall start a new lesson under the title: the letters D d, M m. You have to remember the pronunciation of these letters if you want to write your names and other words correctly. Look at these letters on the picture. We are going to play the game “Air Writing”. Open your books at page 25 and we’ll do Exercise 4. Call the letters and their sounds: D d, M m, I i, T t, S s, P p, N n, O o – [d], [m], [i], [t], [s], [p], [n], [o]. Now repeat after me each letter five times. You must pay attention to the pronunciation of the new letters.

**V. Consolidation of the New Material**

T.: Now take your coloured pencils and all of you have individual cards on your desks. Look at these cards. You can see some objects in them. Your task is to paint every object beginning with the letter D in green, with the letter M in red and objects beginning with other letters in yellow. You have not much time, so be quick! (Pupils do the task) Are you ready? Let me have a look at your work… Very well, I am glad that you have learned new letters. Now some of you will read these words and translate them into Ukrainian.

P.: Map - карта, Cat - кіт, Bat - кажан, Desk - парта, Glass - стакан, Book - книжка, Man - чоловік, Table - стіл, Pen - ручка, Dog - собака, Mouse - миша, Boy - хлопець, Girl - дівчина, Dress - сукня, Monkey - мавпа.

T.: Now we are going to play the game “Traffic Lights”. Raise both hands if I name the correct noun in the picture and don’t raise your hands if I am wrong. Look at the first picture:

This is a man (a picture of a man) +

This is a Dress (a picture of a monkey) –

This is a door (a picture of a door) +

This is a window (a picture of a dog) –

This is a map (a picture of a map) +

This is a desk (a picture of a pen) –

This is a mouse (a picture of a mouse) +

T.: I am pleased with your answers and now I want you to revise the numbers. Please, count how many boys are there in this classroom.

P.: One, two, three, four, five, six, seven, eight, nine.

T.: Now count how many girls are there in this classroom.

P.: One, two, three, four, five, six.

**VI. Relaxation Period**

T.: Let us relax a bit and do some exercises, repeat after me:

Clap, clap, clap your hands!

Clap your hands together!

We are clapping,

We are clapping,

We are clapping our hands!

Stamp, stamp, stamp your feet!

Stamp your feet together!

We are stamping,

We are stamping, we are stamping our feet!

Say [d] and clap your hands,

Say [m] and stamp your feet.

T.: Good! Sit down!

**Final Part of the Lesson**

**VII. Setting homework and evaluation**

Thank you all for your attention. I am extremely happy with your work in class today. Your marks are as follows (the teacher reads the pupils’ marks) you deserve good marks this time. And now, please, write down your home task: Exercises 10, 11, 12, 13 p. 26-27.

I want you to bring your family pictures for the next lesson.

**VIII. Summary of the Lesson**

So we come to the end of our lesson. We revised some familiar nouns and the letters which begin them and we also learned two new letters D d, M m. Now our lesson is over. Good bye, children! See you tomorrow!

**“MEMORY GAME”**

I. Гра може застосовуватись під час уроків з учнями 3-4 класів з використанням різних відомих їм граматичних часів.

ІІ. Форма роботи – групова.

ІIІ. Завдання: - повторити граматичну тему The Past Indefinite Tense; - повторити і активізувати лексичні одиниці по темах “My Working Day”, “Time”; - розвивати уміння спонтанного мовлення; - Виховувати культуру мовленнєвої поведінки.

ІV. Порядок роботи: One of the pupils begins the story and the others have to make up their own sentences to continue the story. Pupils work in small groups every of which makes up its own story. The pupil who starts the story tells one sentence, the second repeats the previous sentence and adds his own one and so on. The last representative of the group repeats all sentences and adds his/her final sentence. The winner is the group whose final pupil made the fewest mistakes in the story.

**“DAILY LIFE”**

I. Гра розрахована на учнів 2-3 класів.

ІI. Форма роботи – групова.

ІIІ. Завдання: - повторити і активізувати лексичні одиниці по темах “My Working Day”, “Time”; - розвивати уміння спонтанного мовлення; - розвивати здатність запaм’ятовувати слова; - виховувати культуру мовленнєвої поведінки.

ІV. Порядок роботи: The teacher divides the class into two teams and writes three columns on the blackboard: morning, afternoon, evening. The pupils in turn call a word or a word composition according to the topic “Daily Life” and write them down in the necessary column. Each team has to say and write down as many words as they can on the topic. The winner is the team which representatives have written more words. The teacher controls the correctness of the pronunciation and spelling.

**“SCHOOL THINGS”**

I. Гра розрахована на учнів 2-4 класів.

ІI. Форма роботи – групова.

ІIІ. Завдання: - повторити і активізувати лексичні одиниці по темi “School things”; - розвивати уміння спонтанного мовлення; - розвивати здатність запaм’ятовувати слова; - виховувати культуру мовленнєвої поведінки.

ІV. Порядок роботи: The teacher divides the class into two teams and takes 10 different things from 10 pupils ( for example: a pen, a pencil, a sketch-book, a pencil-sharpener and so on) and tells the pupils to name these subjects. After the pupils name all the things the teacher takes one of the things and asks the pupils whose this is. The pupil who gives the correct answer does the teacher’s role and asks the rest pupils whose the next thing is. For example:

Leader: Whose book is it?

Pupil: It is Lena’s book.

Leader: You are right.

**“VERB TENSES”**

I. Гра розрахована на учнів 4 класів.

ІI. Форма роботи – групова.

ІIІ. Завдання: - повторити і активізувати вивчені учнями дієслова та способи їх утворення у трьох граматичних часах; - розвивати уміння спонтанного мислення і мовлення; - виховувати культуру мовленнєвої поведінки.

ІV. Порядок роботи: The teacher divides the class into three groups. One representative from each group comes to the blackboard. The teacher offers a verb with which one of the players has to make up a sentence in the Present Simple. The second pupil transforms this sentence in the Past Simple and the third opponent – in the Future Simple. Foe example:

Pupil 1: Ann plays tennis very well.

Pupil 2: Ann played tennis very well.

Pupil 3: Ann will play tennis very well.

The teacher together with the rest of the pupils controls the correctness of the sentences. Then the teacher changes the pupils. The winner is the team whose members had the most correct sentences.

**“ROBIN”**

I. Гра розрахована на учнів 2-3 класів.

ІI. Форма роботи – індивідуальна.

ІIІ. Завдання: - повторити і активізувати вивчений учнями вірш; - розвивати уміння спонтанного мислення та написання слів; - виховувати культуру мовленнєвої поведінки та прививати любов до хорошої емоційної мовленнєвої інтонації.

ІV. Порядок роботи: The teacher gives the pupils cards for individual work and reads the poem “Robin”:

Robin, Robin, what a man!

He eats as much as no one can.

He ate a lot of fish.

He ate a lot of meat.

He ate a lot of ice-cream and sweet.

He ate a lot of porridge and ten eggs.

And all the cookies mother had.

He drank a lot of juice and he ate a cake.

Then he said: “Oh! I have a stomachache”.

The pupils listen to the poem and fill the gaps with the words from the box. For example:

|  |
| --- |
| Cake, cookies, meat, porridge, juice, eggs, ice-cream, sweet, fish |

Robin, Robin, what a man!

He eats as much as no one can.

He ate a lot of \_\_\_\_\_\_.

He ate a lot of \_\_\_\_\_\_.

He ate a lot of \_\_\_\_\_\_\_ and \_\_\_\_\_\_.

He ate a lot of \_\_\_\_\_\_\_\_ and ten \_\_\_\_\_.

And all the \_\_\_\_\_\_\_ mother had.

He drank a lot of \_\_\_\_\_\_\_ and he ate a \_\_\_\_\_\_.

Then he said: “Oh! I have a stomachache”.

Then the pupils read and translate the poem and the teacher gives them marks.

**“MY FAMILY. A FAMILY TREE”**

I. Гра розрахована на учнів 2-3 класів.

ІI. Форма роботи – індивідуальна.

ІIІ. Завдання: - повторити і активізувати лексичні одиниці до теми “MY FAMILY. A FAMILY TREE”; - розвивати уміння спонтанно складати речення з активною лексикою; - виховувати культуру мовленнєвої поведінки.

ІV. Порядок роботи: The teacher shows the pupils cards with the members of the family and names the words. The pupils listen to the teacher and repeat the words after the teacher all together. Then the teacher shows the pupils the scheme of a family tree on the blackboard and offers the pupils to finish the sentence. For example:

Teacher: My grandparents are my grandmother and my grandfather.

Family tree

|  |
| --- |
| Grandparents, grandmother, grandfather, parents, mother, father, aunt, uncle, husband, wife, cousins, children, sister, brother, nephew, niece, son, daughter. |

Then the teacher gives each pupil a mark for the correctness of the answers and asks to draw a family tree for homework.

**“FOOD”**

I. Гра розрахована на учнів 2-3 класів.

ІI. Форма роботи – індивідуальна.

ІIІ. Завдання: - повторити і активізувати лексичні одиниці до теми “Food”; - практикувати вимову активної лексики; - розвивати уміння спонтанного мислення та написання слів; - виховувати культуру мовленнєвої поведінки.

ІV. Порядок роботи: The teacher prepares picture of different food for this game (Pictures of an apple, a carrot, a peach, a pear, a cherry a piece of meat, cheese and so on). During this game the teacher takes a picture and closes it with another piece of paper and shows it to the pupils slowly opening it. The pupils try to guess what is painted in the picture. Then the pupils name the thing all together. The teacher may also ask about the colour of the thing. For example:

Teacher: What is it?

Pupil: It is a cherry.

Teacher: What colour is the cherry?

Pupil: The cherry is red.

**“GRAMMAR GAME”**

I. Гра розрахована на учнів 3-4 класів.

ІI. Форма роботи – групова.

ІIІ. Завдання: - повторити граматичну тему: ступені порівняння прикметників; - повторити активну лексику, - розвивати уміння спонтанного мислення та мовлення; - виховувати культуру мовленнєвої поведінки.

ІV. Порядок роботи: The teacher divides the class into two groups and calls some adjectives. The groups answer in turn. Each group has to say correctly all the degrees of comparison of the given adjective. The group gets one score for each correct answer. The winner is the group which scored the most. Adjectives: low, big, happy, hot, wet, silly, warm, cold, narrow, short, long, sad, old, young, busy, strong, weak…