# Тернопільська спеціалізована загальноосвітня школа І ступеня повного дня

# з поглибленим вивченням іноземних мов

# Тернопільської міської ради Тернопільської області

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**МАТЕРІАЛИ З ДОСВІДУ РОБОТИ**

ВЧИТЕЛЯ АНГЛІЙСЬКОЇ МОВИ

**КОВАЛЬ ТЕТЯНИ ІВАНІВНИ**

**КОНСПЕКТ УРОКУ**

**Professions**

**Equipment:** Class Book Family and Friends-2; Workbook Family and Friends-2;

 Flashcards 87-96; Story poster 9: “Where does she work?”

 CD player and CD 86-95; Phonics cards: lake, gate and place.

**Procedure**

**І. Introduction**

T: Good morning, children!

Ps: Good morning, teacher!

T: How are you today?

Ps: I’m great I’m OK.

T: Now, give me the short answers. Is the weather fine today?

Ps: Yes, it is.

T: Have you got four lessons today?

Ps: No we haven’t.

T: Can you sing and dance?

Ps: Yes, we can.

T: Do you like the poem ‘Professions’?

Ps: Yes, we do.

(Children recite the poem.)

What are you going to do

When you are twenty-two?

I’ll write a story,

I’ll make a plane,

I’ll teach children,

I’ll make rain.

What are you going to be

When you are twenty-three?

I’ll be a pilot,

I’ll be a doctor,

I’ll be a teacher, I’ll be a worker.

Where are you going to be

When you are twenty-three?

I’ll be in London,

I’ll be in Rome,

I’ll be in Africa,

I’ll be at home.

What are you going to do

When you are one hundred and two?

I don’t know.

Do you?

**ІІ. Main part**

**1. Vocabulary practice**

(The teacher holds up the cards one at a time and says the words for children to repeat. Children listen to the recording (CD 89) and chant.)

**Game ‘Whispers’**

The teacher splits the class into groups of at least six pupils. She shows a flashcard to the first child in each group. This child whispers the word to the child next to him/her. Children continue whispering the word one to another. The last pupil says the word aloud. Then the pupils look at the flashcard to see whether the pronounced word and the word on the flashcard are the same.

**2. Writing**

**Game ‘Bingo’**

The teacher asks children to draw a grid, three by three (or three by two) squares. In each of the squares they write a different word on the topic ‘Professions’ they are studying. The teacher calls out words. The children cross out the words in their grids as they hear them. The first child to complete a line of three words shouts “Bingo”! The teacher corrects the mistakes in pupils’ grids.

**3. Relaxation**

Take my hands and

Jump with me. (3 times)

Stamp your right foot,

Stamp your left foot.

One, two, three. (2 times)

Raise your hands and

Wave to me. (3 times)

Jump on your foot. (2 times)

One, two, three. (2 times)

**4. Speaking**

There is a poster 9 with a dialogue on it fixed to the board. The teacher plays the recording, pausing the text after each line for children to repeat it. The class is split into groups of three to play the parts of Tim, Tim’s friend and Tim’s mum. They act out the story using the poster 9 as a prompt.

Tim’s friend: My dad’s a policeman.

Tim: Where does he work?

Tim’s friend: He works at the police station.

Tim: Does your grandma work?

Tim’s friend: No, she doesn’t. Does your mum work?

Tim: Yes, she does. She works in a shop.

Tim’s friend: There are lots of cakes here, Tim.

Tim: Yes, I know. My mum works in a cake shop!

Mum: Have a cake, boys.

Tim: Oh! Thank you.

Tim’s friend: Fantastic!

**5. Relaxation**

T: I see you are tired. Let’s relax.

(Children sing and act the song ‘Places to Go’ (PB; Ex.3, p.62, CD 90.)

Places to go, (Walk)

Things to see, (Shad eyes as if looking)

Out and about,

My mum and me. (Hold out arms towards each other)

We go to the bank, (Mime counting money)

We go to the park, (Mime sitting on a swing)

We go to the zoo (Wave arms in front of your face)

Until it is dark.

Places to go…

We go to the shops, (Take objects off a shelf)

Or a supermarket.

We put our shopping (Put objects in a basket)

In a basket.

Places to go…

We go to the airport, (Hold out arms like wings)

We see some planes.

We go to the station, (Move arms in a circular motion)

And see some trains. (Imitate the wheels)

Places to go…

**6. Speaking**

T: Where does your mother/father work?

P1: My mum works in a hospital. She is a doctor.

P2: My father works at the fire station. He is a firefighter.

P3: My mum works in a shop. She is a seller. Etc.

T: When does she/he get up? When does she/ he go home?

(Children answer the questions. They make up their sentences in the Present Simple Tense, the 3rd person singular.)

**7. Pronunciation practice**

The teacher teaches students the sound [eɪ] using the phonics cards. The teacher holds up a phonics card and pronounces the word **cat**.

T: What sound can you hear?

Ps: [æ].

Then the teacher holds up another card and pronounces the word **lake** and the sound [eɪ] for children to repeat in chorus. T. says **cat** and **lake** several times so that children can hear the two different vowel sounds. The teacher holds up each card in turn and says the word for children to repeat. Children look for the sound [eɪ] in a chant and circle the letters **ate**, **ake**, **ace**. Finally, they chant the poem and clap their hands, when they hear the sound [eɪ].

Open the gate,

The gate, gate, gate.

See the lake,

The lake, lake, lake.

A smile on your face,

Your face, face, face.

Here is a cake,

A cake, cake, cake.

**8. Writing**

The teacher copies the sentence from the Class Book onto the board.

*Example.* She looks after elephants, giraffes, lions and tigers*.*

The teacher invites a child to come and circle the commas. She invites the second child to come and underline the word **and**. Then the teacher writes some of her own sentences on the board.

*Example*. I like cheese, apples and bread.

Pupils come to the board one by one and circle the commas and underline the word **and** in each one. Children look at the exercise in their books, circling the commas and underlining the **and** in each sentence. The teacher monitors the activity and helps where necessary. The teacher goes through the answers with the class.

**III. Summing up**

T: Now, you know many professions and places where you, maybe, will work in the future. I believe that you will make a good choice. Our lesson is over! Good-bye!

Ps: See you later! See you soon! Till tomorrow!

**СЦЕНАРІЙ ВИХОВНОГО ЗАХОДУ**

***THANKSGIVING***

***DAY***

***(День подяки у 4 класі*** )

Тернопіль – 2010

(The solemn music is playing. Tom and Becky appear on the stage)

**Tom**: The year has turned its circle,

The seasons come and go.

The harvest is all gathered in

And chilly north winds blow.

**Beсky**: Orchards have shared their treasures,

The fields their yellow grain,

So open wide the doorway-

Thanksgiving comes again!

**Tom**: Welcome pupils, welcome teachers, welcome parents! Welcome to the most interesting British

 holiday. Welcome to Thanksgiving Day…

**Becky**: Excuse me, Tom, but… are you sure that Thanksgiving is a British holiday?

**Tom**: Of course, no doubt about it.

**Becky**: Well… But I have always thought that Thanksgiving is celebrated only in America.

**Tom**: Oh, yes, of course, in America, but…

**Becky**: But...?

**Tom**: But the British people began to celebrate it.

**Becky**: That’s right. But they celebrated it in America.

**Tom**: You know, Becky, you’ve mixed all my thoughts. But I always have the book on American history

 with me.

**Becky**: Oh, yes open this book and find the answer to our question.

(They open the book to the sounds of music)

**Tom**: Look, Becky, that’s it, “…Thanksgiving, the fourth Thursday in November…”

(Students appear with letters in their hands)

T- is for turkey steaming golden on each table.

H- is for harvest gathered.

A- is for autumn leaves we marvel at each year.

N- is for neighbours, friends and family we hold dear.

K- is for kindness and blessing that we know.

S- is for smile that greet us everywhere we go.

G- is for the golden grain and pumpkins in the field.

I- is for the Indians who shared the pilgrims yield.

V- is for vision of a land of liberty.

I- is for immigrants who made the dream reality

N- is for natural wonders – sky and birds and flowers.

G- is for gratitude for all the bounty that is ours.

D- is for deer, dogs and ducks – gifts of creation.

A- is for all of each and everyone.

Y- is for you and our families and friends and for everything we have been given.

**Teacher**: Yes today is Thanksgiving Day and we thank our Lord for everything he has done for us. Let’s

 say “Our Father…” prayer.

Children say the prayer: “Our Father in Haven…”

They sing a song “He’s Got The Whole Word In His Hands”

**Teacher**: Now, keep your eyes and ears open and travel with us back into the past centuries.

(Grandfather, Grandmother and their grandchildren come. They sit on the couch. Grandchildren are playing, Grandmother is knitting).

**Granddaughter**: Granny, Granny tell us your story, please!

**Grandma**: I’m ready to begin. Listen to your old Grandmother. I’ll tell you about Thanksgiving in

 Pilgrims days. I want the sweet memory of it. I’ll tell you about our voyage from native town

 Plymouth to this beautiful but severe country. Your Grandfather and I were children like you at

 that time. Do you remember John?

**Grandpa**: Yes, we had a long voyage, people suffered and died from illnesses. We had sailed to land of

 Virginia, where there were many English settlers before us. But the storm brought us here to a

 rocky, cold, empty land where there was no one to welcome us.

**Granddaughter**: Granny, tell us about your first year in America, please. What was it like?

**Grandma**: The first winter was terrible, for nearly half of people had died of starvation and illnesses. But

 we survived. We had built our settlement and found our new home.

**Grandson**: And what about Indians? Were you afraid of them?

**Grandma**: March brought warmer weather and hope. We survived due to the help of friendly Indians.

 One day a young Indian came to our settlement.

**Indian**: My name is Squanto. I’m your friend. Take this corn. When you plant the seed, throw two fish in

 each hole, the harvest will be better. We’ll teach you how to plant, to fish, to hunt and how to

 survive.

**Granddaughter**: Did you get a good harvest?

**Grandma**: Yes. About ninety Indians came; they brought five deer as a gift for the feast. It was a great

 holiday. Later on our guests came and we wrestled, ran races, sang, danced and played games.

 It lasted for three days.

**Grandpa**: The food was very tasty. There were no forks at that time, just knives and spoons and plates

 were usually wooden. Note, that early pilgrims didn’t have pigs, so they didn’t have ham or

 bacon.

**P-1**: President George Washington proclaimed the First National Day of Thanksgiving in 1789; it became

 an official holiday in 1863, when President Abraham Lincoln said to give thanks on the last

 Thursday in November.

**P-2**: Thanksgiving is traditionally celebrated with large dinner among family and friends. People often

 travel long distances to be with relatives. It is often four-day weekend in the USA. In New York the

 Marcy’s Thanksgiving Day parade is held in Midtown Manhattan. American football is often a main

 part of Thanksgiving celebration.

**P-3**: In certain parts of the United States the name for Thanksgiving can be shortened or changed.

Turkey Day

T- Day

Marcy’s Day (exclusive to New York City)

**Teacher**: Now, it’s time to play.

The I-st game: Thankful Turkey.

Fashion a turkey out of coloured paper. On each wing write something to be thankful for.

The II-nd game: Web of Gratitude. The leader holds the end of a ball of yarn. He says “I am thankful my Mum for…”and tosses the ball to another player. Game ends when a player receiving the ball cannot think of any additional items. (This game may be played in teams.)

The III-rd game: Thanksgiving grid. (crossword)

**Becky**: Our business and worries

Keep us in a hurry.

We run and run

All day and night,

**Tom**: But today, it’s time

To stop for a while

To say “Thank you”, life,

For friends and fun,

For the bright sun in the sky.

Children sing the song “Over the river and through the woods”

**P-1**: We’re thankful our Lord for love and life on the Earth, for the bright sun in the sky.

**All together**: We thank you!

**P-2** We’re thankful our life for each moment lived through.

**All together**: We thank you!

**P-3**: We’re thankful our parents for loving and taking care of us and for understanding.

**All together**: We thank you!

**P-4**: We are thankful our teachers for teaching, helping and for having patience.

**All together**: We thank you!

**P-5**: Dear guests, we are really thankful for your coming and enjoying our party.

**All together**: We thank you! – 3 times.

**ВИСТУП НА СЕМІНАРІ-ЗАСІДАННІ ЛАБОРАТОРІЇ НАВЧАЛЬНОЇ ГРИ**

**Fingerplays як різновид гри молодших школярів**

Під час уроку дитина не сидить на місці. Вона хоче рухатися. Своїми руками вона торкається усіх предметів на парті. І це не випадково. Адже на кінчиках пальців знаходяться сенсорні закінчення, своєрідні точки сприйняття навколишнього світу.

Вчені вважають, що головний мозок дитини зв’язаний з кінчиками пальців і саме вони є засобом пізнання світу. Ці рухи пальців і називаються Fingerplays.

Їх можна використовувати для вивчення лексичного матеріалу, як фонетичну зарядку, як фізкультхвилинку і просто для зняття напруги після письмових вправ на уроках англійської мови.

**Jack and Jill**

Jack and Jill went up the hill,

To fetch a pail of water.

(thumbs straight up, alternating upward)

Jack fell down and broke his crown,

(wiggle other thumb and wrist down)

And Jill came tumbling after.

(wiggle other thumb and wrist down)

Then up got Jack and said to Jill,

(bring one thumb up, then other)

As in his arms he took her,

(cross thumbs)

“Brush off that dirt for you are not hurt,

(brush one thumb with other thumb)

Let’s fetch that pail of water.”

(continue brushing)

So Jack and Jill went up the hill

To fetch the pail of water,

(thumbs up again)

And took it home to Mother dear,

(bring thumbs slowly down together)

Who thanked her son and daughter.

(thumbs meet)

**Knock, knock**

Knock, knock

(knock on child’s forehead)

Peek in

(open child’s eye)

Open the latch,

(push up tip of child’s nose)

And walk right in.

(walk fingers into child’s mouth)

How do you do Mr. Chin, Chin, Chin?

(wiggle child’s chin)

**Right hand, left hand**

This is my right hand,

I’ll raise it up high.

(right hand up)

This is my left hand,

I’ll touch the sky

(left hand up)

Right hand,

(show right palm)

Left hand

(show left palm)

Roll them around.

(roll hands over and over)

Left hand,

(show palm)

Right hand,

(show palm)

Pound, pound, pound

(pound fists together)

**There is thunder**

There is thunder, there is thunder,

Hear it roar, hear it roar.

(pound floor with palms of hands)

Pitter, patter, rain drops.

(slap knees altrernately and quickly)

I’m all wet! I’m all wet

(shake rain off hands)

**Five little bells**

Five little bells hanging in a row,

(hold up five fingers)

The first one said, “Ring me slow”

(move thumb slowly)

The second one said, “Ring me fast!”

(move index finger quickly)

The third one said, “Ring me last”

(move middle finger)

The fourth one said, “I like a chime”.

(move ring finger)

The fifth one said, “Ring us all at Christmas time.”

(wiggle all five fingers)

**The Chimney**

Here is the chimney,

(make a fist)

Here is the top,

(other hand over fist)

Open the lid

(remove hand)

Out Santa will pop!

(pop up thumb)

**Grandma’s glasses**

Here are Grandma’s glasses,

(fingers around eyes)

Here is Grandma’s hat,

(hands on head)

This is the way she folds her hands,

(fold hands)

And lays them in her lap.

(folded hands in lap)

Here are Grandpa’s glasses,

(larger glasses)

Here is Grandpa’s hat,

(larger hat)

This is the way he folds his arms,

(fold arms across chest)

Just like that.

(with emphasis)

**Round the garden**

Round and round the garden,

Goes the little mouse.

(hold child’s hand, palm up,

with other hand circle your index finger

around palm)

Up, up, up he creeps

Up into his house.

(creep fingers up child’s arm,

ticking under chin or armpit)

**Two little blackbirds**

Two little blackbirds

Sitting on a hill,

(pointer fingers up)

One named Jack

(one hand forward)

And one named Jill.

(other hand forward)

Fly away, Jack!

(one hand behind back)

Fly away, Jill!

(other hand behind back)

Come back, Jack.

(return one hand)

Come back, Jill.

(return other hand)

**Beehive**

Here is the beehive.

Where are the bees?

(fist with thumb enclosed to make a hive)

Hidden away when nobody sees

(place another hand over the hive)

Watch and you’ll see them come out of the hive.

(closely watch the hive)

One, two, three, four, five.

(very slowly, beginning with thumb,

fingers come out of the hive one by one)

Bzzzzzzzzz…….

(all fly away)