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АНГЛИЙСКИЙ ЯЗЫК

3 КЛАСС

ТЕСТЫ

РЕКОМЕНДАЦИИ ДЛЯ УЧИТЕЛЯ

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РЕКОМЕНДАЦИИ ПО ОЦЕНИВАНИЮ ТЕСТОВ

Учащиеся 3 класса только начинают изучать английский язык. Каждый маленький успех для них — это победа, повышающая мотивацию к изучению предмета. Рекомендуется относиться к тестам на начальном этапе изучения английского языка как к подведению итогов и диагностике уровня усвоения учащимися изученного материала в каждом разделе. Поэтому занятия, на которых учащиеся выполняют тесты, следует проводить в игровой форме, используя картинку с изображением их нового друга енота по имени Ракета (*Rocket the Raccoon*). Для учителя разработана балльная система оценивания каждого теста и шкала соответствия баллов картинкам в тетрадях учащихся.

В пособии даны рекомендации по оцениванию тестов, тесты «ГОВОРЕНИЕ», тексты аудиозаписей к заданиям на восприятие и понимание речи на слух, а также ответы к заданиям.

Все тесты, кроме тестов на говорение, составлены в двух вариантах одинаковой сложности. Незнакомые учащимся слова (допускается учебной программой), значение которых важно понимать при выполнении заданий, сопровождаются переводом.

Задания составлены по принципу от простого к сложному: предыдущие легче последующих, поэтому за один элемент в разных заданиях учащиеся могут получить разное количество баллов.

Учителю рекомендуется перед каждым тестом потратить 5–10 минут и выполнить с учащимися интересное задание в игровой форме, чтобы снять напряжение. Можно также вырезать изображение енота, раскрасить его, наклеить на лист картона и принести на занятие, на котором учащиеся выполнят тестовые задания. Скажите ребятам, что енот — очень умное животное, он будет их талисманом и поможет пройти испытание.

Так как учащиеся 3 класса не могут долго оставаться без движения, на каждый тест отводится 15–20 минут. Если некоторым ребятам понадобится больше времени, не ограничивайте их, но проводите с детьми физкультминутку.

Перед тем как учащиеся начнут выполнять задания, важно выяснить, понимают ли они, что нужно делать и как именно (обвести кружком правильный ответ, вписать слово или написать правильную букву в нужном месте).

Основная цель тестов — определить уровень развития языковых умений учащихся. В конце каждого теста даны пять картинок — изображений енота. Учитель обводит несколько картинок в соответствии с набранными учащимися баллами. Это поможет ребятам понять, насколько хорошо они усвоили материал каждой темы, и будет стимулировать их к получению лучшего результата в будущем.

1. Тесты ЛЕКСИКА И ГРАММАТИКА

Для проверки уровня сформированности лексико-грамматических навыков учащихся к каждому разделу учебного пособия «Английский язык 3», начиная с Раздела 3, предлагается по пять заданий: три задания на проверку лексики, два — на проверку грамматики в рамках пройденной темы. Каждое задание сопровождается примером выполнения.

Максимальное количество баллов — 20. Отдельные элементы в разных заданиях оцениваются по-разному.

Рекомендации по оцениванию тестов **Лексика и грамматика:**

Задание	Количество баллов	Оценка одного элемента задания в баллах
1	2	0,5
2	2	0,5
3	4	1
4	4	1
5	8	2
Итого:	20	

2. Тесты ГОВОРЕНИЕ

К каждому разделу учебного пособия «Английский язык 3», начиная с Раздела 3, предлагается по три задания:

1. Ответы на вопросы учителя в рамках пройденной темы. В задании содержатся вопросы. Учитель задает три любых вопроса из списка.

2. Диалог с одноклассником. Каждый учащийся задает три вопроса собеседнику.

3. Монолог. Учащийся составляет мини-рассказ из четырех предложений.

Максимальное количество баллов — 20.

Рекомендации по оцениванию тестов **Говорение**:

Задание	Количество баллов
1	3 1 балл за каждый правильный ответ
2	9 2 балла за каждый правильный вопрос 1 балл за каждый правильный ответ
3	8 2 балла за каждое правильное предложение
Итого:	20

При оценке говорения рекомендуется в первую очередь обращать внимание на то, смог ли учащийся своим высказыванием передать желаемый смысл, ответил ли он на поставленный вопрос. Ошибки допустимы, и, если они не мешают беседе, не следует их исправлять, заострять на них внимание и слишком строго судить учащегося. На количество баллов могут влиять только ошибки в материале раздела. Все остальные следует временно игнорировать, но взять их себе на заметку для дальнейшей проработки на уроках.

3. Тесты ВОСПРИЯТИЕ И ПОНИМАНИЕ РЕЧИ НА СЛУХ

Для проверки уровня развития умения воспринимать и понимать речь на слух в конце каждой четверти предлагается по четыре задания. К каждому заданию учащиеся слушают отдельную аудиозапись, которую следует проигрывать дважды.

Тексты аудиозаписей приведены в данном пособии.

Аудиозаписи размещены на сайте www.aversev.by.

4. Тесты ЧТЕНИЕ

Для проверки уровня развития умения чтения в конце каждой четверти предлагается по четыре задания. Задание 1 проверяет общее понимание частей текста, задания 2—4 — понимание деталей прочитанного текста.

Рекомендации по оцениванию тестов **Восприятие и понимание речи на слух и Чтение**:

Задание	Количество баллов	Оценка одного элемента задания в баллах
1	5	1
2	5	1
3	5	1
4	5	1
Итого:	20	

Максимальное количество баллов — 20.

Шкала соответствия баллов картинкам в тетради учащегося:

1—4 балла — 1 енот;

5—8 баллов — 2 енота;

9—12 баллов — 3 енота;

13—16 баллов — 4 енота;

17—20 баллов — 5 енотов.

Unit 3. People around me

Unit 4. Our pets

1 Children are speaking about their families. Listen and match the texts to the pictures.

1. **Boy 1:** Hello! My name's Dave. This is my family. I've got a mum and a dad.
2. **Girl 1:** Hi! I'm Anna. This is my family. I've got a mum, a dad and a granny.
3. **Boy 2:** My name's Pete. I've got a mum, a dad and two sisters.
4. **Girl 2:** Hello! I'm Nelly. This is my mum and my dog.
5. **Girl 3:** My name's Helen. This is my family. I've got a mum, a dad, a grandad and a hamster.

2 Listen to Anna. Spell her mum's and dad's names.

Racoon: Anna, what's your mum's name?

Girl 1: Joanne.

Racoon: How do you spell it?

Girl 1: J-o-a-n-n-e.

Racoon: Thank you. What's your dad's name?

Girl 1: Chris.

Racoon: How do you spell it?

Girl 1: C-h-r-i-s.

3 Listen to Dave in the pet shop. What pets have / haven't they got? Tick (✓) or cross (×).

Boy 1: Good morning, have you got a tortoise?

Shop-assistant: Yes, we have. Look!

Boy 1: It's nice. Have you got a goldfish?

Shop-assistant: No, we haven't.

Boy 1: Have you got a guinea-pig?

Shop-assistant: No, we haven't. We've got a rabbit and a budgie.

Boy 1: The budgie is beautiful. Can I have the budgie, please?

Shop-assistant: Here you are.

4 Listen to Nelly. Are the sentences true (T) or false (F)?

Racoon: Nelly, what's your dog's name?

Girl 2: Rex. He's big. He's got little black eyes, long ears, a black nose and short brown hair.

Racoon: What can Rex do?

Girl 2: He can run, jump and swim.

Racoon: Can your dog dance?

Girl 2: No, he can't but he can sing.

Racoon: Sing? Wow!

Unit 5. Food

Unit 6. My home

Unit 7. In the lesson

1 Listen to Helen and number the pictures.

Helen: This is my room. I've got a bed. It's brown. I've got a table. I've got a lamp on the table. I've got an armchair near the window. I've got a nice carpet on the floor.

2 Listen to Helen. Spell her surname (фамилия).

Helen: *Dad, please, help me! I can't write my name and surname on my English exercise book.*

Dad: *Ok, listen. Helen Boatwright. H-e-l-e-n B-o-a-t-w-r-i-g-h-t.*

Helen: *H-e-l-e-n B-o-a-t-w-r-i-g-h-t.*

Dad: *That's right!*

Helen: *Thank you, Daddy.*

3 Listen and write the numbers. How many? (Сколько?)

Helen: *This is my school bag.*

Racoon: *How many books have you got in the bag?*

Helen: *Four.*

Racoon: *How many exercise books?*

Helen: *Six.*

Racoon: *Have you got a rubber?*

Helen: *Yes, I've got two rubbers: blue and pink. They're in the pencil case. I've got twelve pencils, five pens and a ruler in my pencil case. Look!*

4 Listen to Helen. Are the sentences true (T) or false (F)?

Racoon: *Do you like school, Helen?*

Helen: *Yes, I do. My favourite lesson is English.*

Racoon: *What do you do in the lesson?*

Helen: *We read, write and sing. I like English songs. They're beautiful!*

Racoon: *What's your teacher's name?*

Helen: *Mrs White. She's funny.*

Racoon: *Do you eat at school?*

Helen: *Yes, we have lunch. We eat meat, potatoes, cucumbers and tomatoes. I drink orange juice.*

Racoon: *What's your favourite school food?*

Helen: *M-m-m. The apple jelly is yummy!*

Unit 8. Seasons

Unit 9. I love animals

1 Listen and match the texts to the pictures.

1. *It's warm and cloudy. It's 18 degrees in India.*

2. *It's cold and snowy. It's 4 degrees in Belarus.*

3. *It's cold and windy. It's 7 degrees in America.*

4. *It's hot and sunny. It's 29 degrees in Africa.*

5. *It's warm and rainy. It's 13 degrees in Britain.*

2 Kate is in the zoo. Listen and spell the animals' names.

Man: *This is our elephant. Her name's Mrs Hattie.*

Girl: *How do you spell it?*

Man: *H-a-t-t-i-e. Hattie. And this is her baby.*

Girl: *It's funny. What's his name?*

Man: *Jumbo. It's J-u-m-b-o.*

3 Listen to Jack and his sister. Tick (✓) or cross (×).

Girl: *Jack, let's play volleyball!*

Boy: *No, thank you. I don't like volleyball.*

Girl: *Let's play basketball!*

Boy: *Sorry, I can't play basketball.*

Girl: *Let's go for a walk!*

Boy: *That's a good idea!*

Girl: *Let's swim!*

Boy: *No, thank you. The water is cold.*

Girl: *Let's play badminton!*

Boy: *Ok. I like badminton!*

4 Listen about Jessica the monkey. Are the sentences true (T) or false (F)?

Jessica is a monkey. She's from Africa. She's got big brown eyes, little ears, a yellow nose, a yellow mouth and black and yellow hair. She eats nuts, bananas, leaves and meat. She likes to eat. She can open the fridge and take the food.

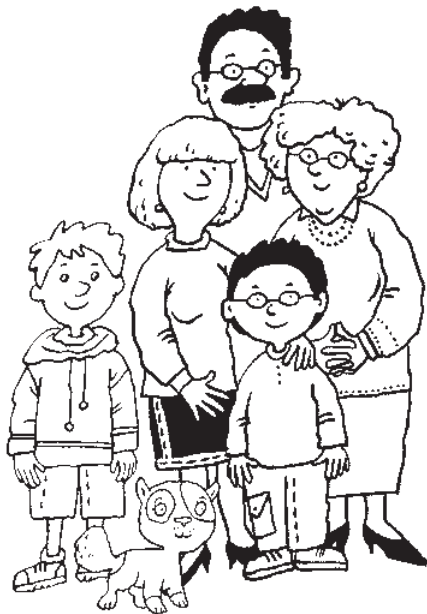
Jessica goes to Monkey School. The school has twenty pupils. They're monkeys! They've got a sofa, an armchair, a TV, a bookcase and a carpet in the classroom. Jessica can't read but she likes books. She sits on the carpet and opens the books. Jessica can draw very well! Her favourite colour is green.

Unit 3. People around me

1 Meet Rocket the Raccoon. Answer three of his questions.

- What's your name?
- How old are you?
- How are you?
- Where are you from?
- Have you got a sister / brother / granny / grandad? What's his / her name?
- How's your mum / granny / grandad?

2 Work in pairs. You are Sam and Kate. Ask and answer three questions about you and your families.



Sam, 9, America



Kate, 8, Britain

3 Tell Rocket the Raccoon about Sam or Kate and his / her family. Say four sentences.



Unit 4. Our pets

1 Speak to Rocket the Raccoon about your pet (toy). Answer three of his questions.

- Have you got a pet / cat / dog / budgie?
- How old is it?
- What's your pet's name?
- Has your pet got long / short hair?
- Has your pet got big / little ears?
- Is your pet big / little?
- Can your pet run / jump / climb a tree / swim / dance / sing?

2 Work in pairs. You are Sam and Kate. Ask and answer three questions about your pets.



Kitty, 2



Bim, 14

3 Tell Rocket the Raccoon about Sam's or Kate's pet. Say four sentences.

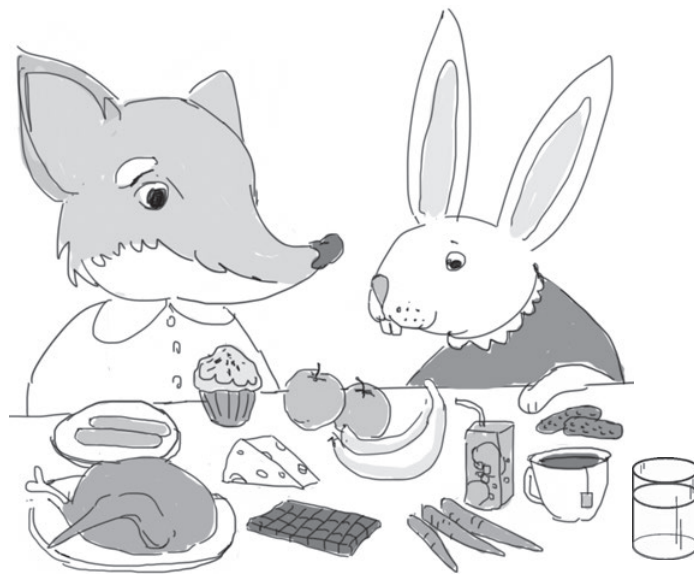


Unit 5. Food

1 Speak to Rocket the Raccoon about food. Answer three of his questions.

- What's your favourite food?
- What's your favourite drink?
- Do you like cucumbers / soup / ...?
- Is pizza / ice cream / ... yummy?
- Have you got any sweets / an apple / ...?

2 Work in pairs. You are a fox and a rabbit. Treat the animals (угости животных). Say three sentences.



3 Make a riddle (составь загадку) about the food in Task 2. Say four sentences. Your partner guesses.



Unit 6. My home

1 Speak to Rocket the Raccoon about your house / flat. Answer three of his questions.

- Have you got a house / flat?
- Is your house / flat / room big / little?
- Have you got a bookcase / a sofa / ... in your room?
- Is your bed near the window / door / ...?
- Where's your table / bookcase / ...?

2 Work in pairs. You are Sam and Kate. Ask and answer three questions about your rooms.



3 Tell Rocket the Raccoon about Sam's or Kate's room. Say four sentences.

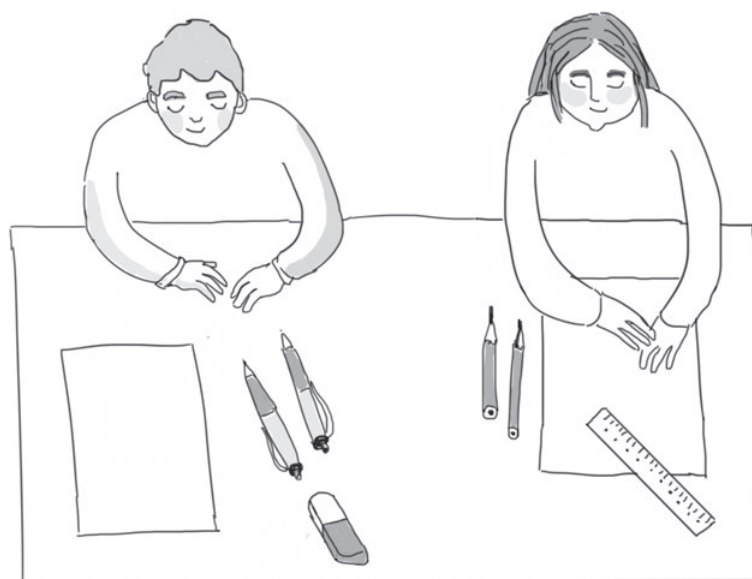


Unit 7. In the lesson

1 Speak to Rocket the Raccoon about your school lessons. Answer three of his questions.

- Have you got a rubber / ruler / ...?
- What colour is your bag / pencil case / ...?
- Do you like school?
- Do you read / write / dance / sing / ... in the lesson?
- Can you read / write / sing / speak English / ...?
- Where's your pen?
- Where are your pencils?

2 Work in pairs. You are Sam and Kate. Ask for school things.



3 Show your school bag to Rocket the Raccoon and speak about it. Say four sentences.

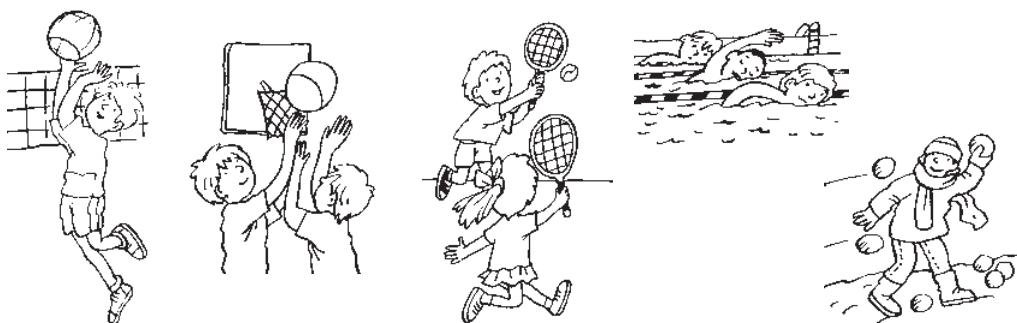


Unit 8. Seasons

1 Speak to Rocket the Raccoon about seasons. Answer three of his questions.

- What's your favourite season?
- What season is it now? Is it winter / spring / autumn / summer?
- Do you like winter / spring / autumn / summer?
- Is it snowy / rainy / hot / cold / warm / windy in winter / summer?
- What's the weather like today?
- What can you do in winter / spring / autumn / summer?
- What's your favourite sport?
- Can you ski / skate / play ice hockey in summer / winter?

2 Work in pairs. You are Sam and Kate. Invite your friend to do something. Say three sentences.



3 Tell Rocket the Raccoon about Sam's or Kate's favourite season. Say four sentences.

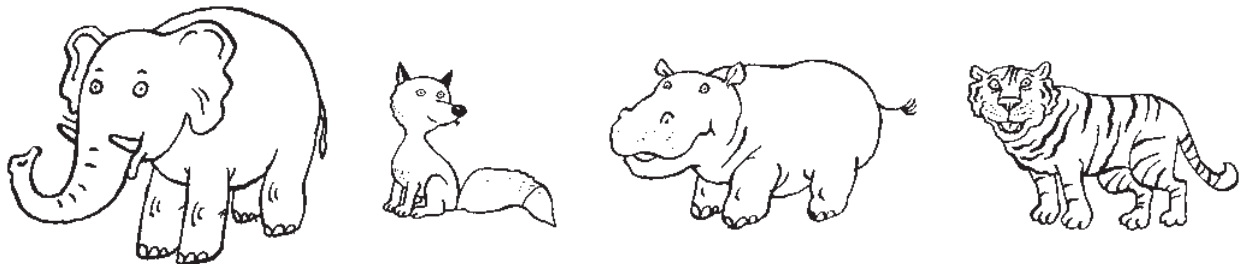


Unit 9. I love animals

1 Speak to Rocket the Raccoon about animals. Answer three of his questions.

- What's your favourite animal?
- Do you like crocodiles / elephants / ...?
- Have you got foxes / wolves / giraffes / ... in Belarus?
- Do you go to the zoo in summer?

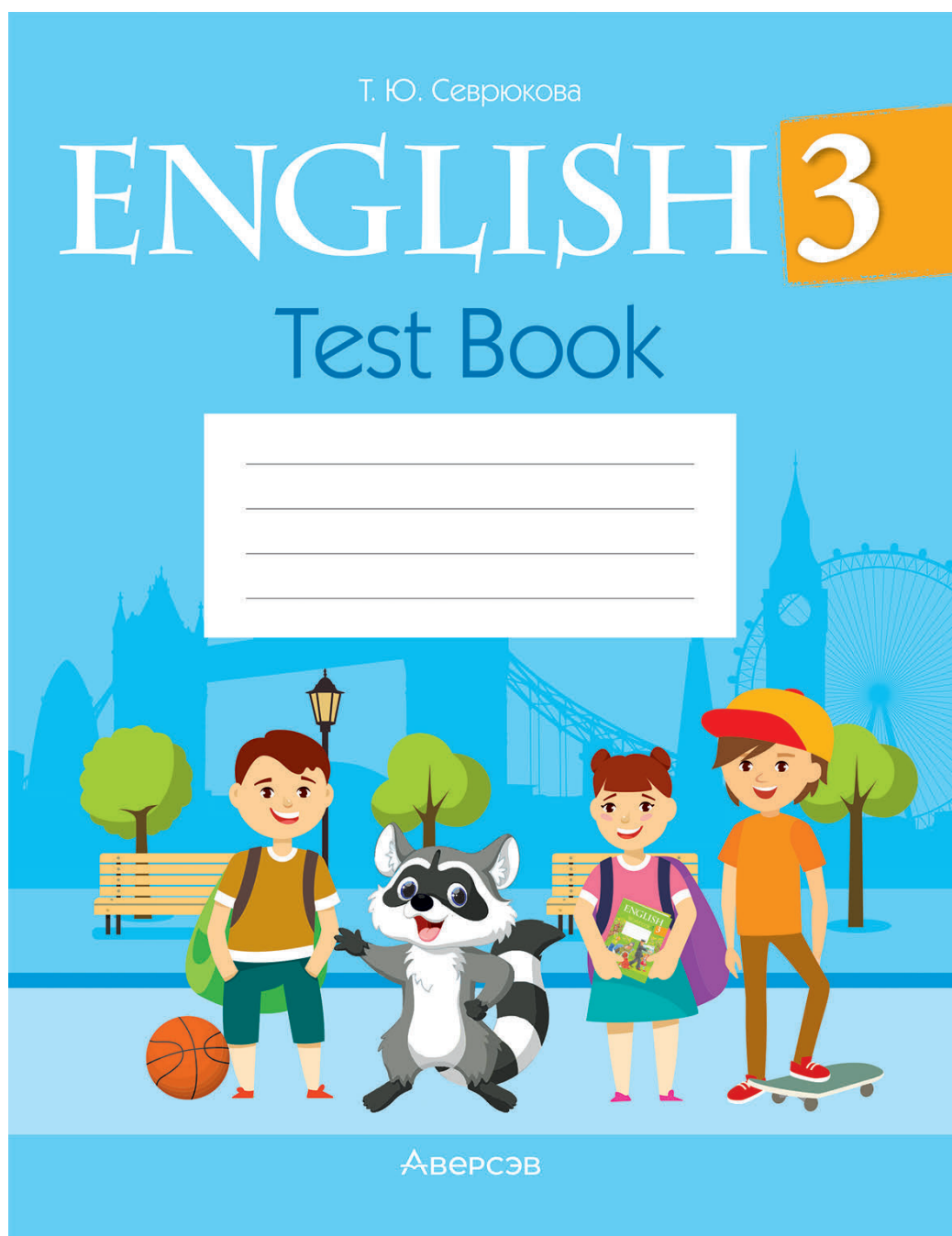
2 Work in pairs. Your partner thinks of an animal. Ask three questions about it to guess the animal.



3 Make a riddle about an animal from Task 2. Say four sentences.



ОТВЕТЫ



VOCABULARY AND GRAMMAR

Unit 3. People around me

1. 2A, 3D, 4E, 5C.
2. My name's Frank. I'm nine. I've got a baby sister. She's little. She's got short black hair.
3. 2. grey, 3. two, 4. short, 5. long.
4. 2b, 3b, 4b, 5a.
5. 2. My brother is six. 3. His grandad is very well. 4. She's got blue eyes and long hair. / She's got long hair and blue eyes. 5. Where are you from?

Unit 4. Our pets

1. 2D, 3B, 4C, 5A.
2. I've got a puppy. It's got a black nose. It can run, jump and swim.
3. $19 - 6 =$ thirteen, $8 + 11 =$ nineteen, $17 - 5 =$ twelve, $12 + 6 =$ eighteen.
4. 2b, 3b, 4a, 5b.
5. 2. He's got eight rabbits. 3. Has Sam got a budgie? 4. My rat has got little eyes. 5. A goldfish can't run or walk. / A goldfish can't walk or run.

Unit 5. Food

1. We eat: sausages, meat. We drink: tea, juice.
2. Hello! I'm a sweet princess. I like ice cream, apple jam, chocolate and cakes.
3. 2. I like tomatoes. 3. I don't like carrots. 4. I don't like eggs. 5. I like water.
4. 2a, 3b, 4b, 5a.
5. 2. I haven't got any sausages. 3. Has she got any meat? 4. I've got some oranges. 5. I don't like brown bread.

Unit 6. My home

1. 2D, 3A, 4E, 5B.
2. This my room. I've got a sofa and an armchair. I've got a lamp on the table. I've got a big carpet on the floor. It's nice.
3. 2. under, 3. on, 4. on, 5. in.
4. 2a, 3b, 4b, 5a.
5. 2. I haven't got a telephone. 3. My bag is under the table. 4. He's got a little window. 5. Have you got a desk in the room?

Unit 7. In the lesson

1. 2C, 3E, 4D, 5A.
2. Look! This is my English book. We speak English in the lesson. I'm a good pupil.
3. 2. **They're near** the desks. 3. **It's under** the desk. 4. **They're in** the pencil case. 5. **It's near** the window.
4. 2c, 3b, 4c, 5a.
5. 2. We can read and write. / We can write and read. 3. Don't close your books! 4. We've got a black board.
5. Are the desks near the window?

Unit 8. Seasons

1. 2B, 3A, 4D, 5C.
2. I don't like autumn. It isn't sunny. It's cloudy. The clouds are grey and black. I like spring. I can go for a walk.
3. 2. She can play tennis. 3. She can skate. 4. She can't ski. 5. She can't play volleyball.
4. 2a, 3c, 4c, 5b.
5. 2. My favourite season is summer. / Summer is my favourite season. 3. Do you like winter? 4. It's warm and rainy in Britain. / It's rainy and warm in Britain. 5. What can you do in autumn?

Unit 9. I love animals

1. 2C, 3D, 4E, 5A.
2. Lions are yellow. They're from Africa. They've got long hair. They like meat.
3. 2. bear, 3. short, 4. frog, 5. cucumber.
4. 2b, 3b, 4a, 5c.
5. 2. Lions are his favourite animals. 3. Hippos have got short ears. 4. Monkeys can climb trees very well.
5. Is a tiger orange?

LISTENING

Unit 3. People around me

Unit 4. Our pets

- 1D, 2A, 3E, 4C, 5B.
- Mum: J-o-a-n-n-e. Dad: C-h-r-i-s.
- A – ✗, B – ✓, C – ✓, D – ✓, E – ✗.
- 1T, 2T, 3F, 4F, 5T.

Unit 5. Food

Unit 6. My home

Unit 7. In the lesson

- 1C, 2D, 3E, 4B, 5A.
- B-o-a-t-w-r-i-g-h-t.
- A – 12, B – 2, C – 1, D – 4, E – 6.
- 1T, 2F, 3T, 4F, 5F.

Unit 8. Seasons

Unit 9. I love animals

- 1C, 2E, 3D, 4B, 5A.
- H-a-t-t-i-e, J-u-m-b-o.
- A – ✓, B – ✓, C – ✗, D – ✗, E – ✗.
- 1T, 2T, 3T, 4F, 5F.

READING

Unit 3. People around me

Unit 4. Our pets

- 1E, 2D, 3B, 4A, 5C.
- 1T, 2F, 3F, 4F, 5F.
- 1c, 2a, 3b, 4a, 5c.
1. Pat. 2. The red kitten. 3. The big brother. 4. Pat and Molly. 5. The red kitten.

Unit 5. Food

Unit 6. My home

Unit 7. In the lesson

- 1E, 2C, 3B, 4A, 5D.
- 1F, 2F, 3T, 4T, 5F.
- 1b, 2c, 3b, 4a, 5a.
1. The family. 2. The old man. 3. Mr Spark. 4. Mrs Spark. 5. The family and the old man.

Unit 8. Seasons

Unit 9. I love animals

- 1C, 2A, 3E, 4B, 5D.
- 1F, 2T, 3F, 4T, 5F.
- 1c, 2b, 3a, 4c, 5c.
1. Freddy. 2. Freddy. 3. Betsy (Freddy). 4. The baby bears. 5. The baby bears.

Unit 3. People around me

1. *Pupils' own answers.*

2. *Suggested answer:*

P1: What's your name?

P2: Kate.

P1: How old are you?

P2: I'm eight.

P1: Where are you from?

P2: I'm from Britain.

P1: Have you got a brother?

P2: Yes, I have.

3. *Suggested answer:* My name's Sam. I'm nine. I'm from America. I've got a mum, a dad, a brother, a granny and a cat. I love my family!

Unit 4. Our pets

1. *Pupils' own answers.*

2. *Suggested answer:*

P1: Hi! Have you got a pet?

P2: Yes, I have. I've got a cat.

P1: What's its name?

P2: Kitty.

P1: How old is it?

P2: It's two.

P1: Is it big?

P2: No, it isn't. It's little.

P1: Is it white?

P2: Yes, it is.

3. *Suggested answer:* I've got a tortoise. Its name's Bim. It's 14. It's little. It's brown. It can hide.

Unit 5. Food

1. *Pupils' own answers.*

2. *Suggested answer:*

P1: Have some chicken.

P2: No, thank you. I don't like chicken.

P1: Have a carrot.

P2: Thank you. I like it.

P1: Have some juice.

P2: It's yummy!

3. *Suggested answer:* It's yellow. It isn't sweet. It's yummy. Rats like it. (Cheese)

Unit 6. My home

1. *Pupils' own answers.*

2. *Suggested answer:*

P1: Is your room big?

P2: Yes, it is.

P1: Have you got a sofa?

P2: No, I haven't.

P1: Have you got a mirror?

P2: Yes, I have.

P1: Where's the mirror?

P2: It's near the door.

3. *Suggested answer:* I've got a room. It's small. It's nice. I've got a sofa, two armchairs, a table and a computer. The armchairs are near the sofa. The computer is on the table. My cat is in the armchair.

Unit 7. In the lesson

1. *Pupils' own answers.*

2. *Suggested answer:*

P1: Can you give me a red pencil, please?

P2: Sure, here you are.

P1: Thank you. Can you give me a blue pencil, please?

P2: Sorry, I haven't got a blue pencil.

P1: Don't worry. It's OK. Can you give me a ruler, please?

P2: Sure, here you are.

3. *Suggested answer:* This is my bag. It's yellow. I've got a pink pencil case, four books and four exercise books. I've got two pens, six pencils, a black ruler and a pink rubber.

Unit 8. Seasons

1. *Pupils' own answers.*

2. *Suggested answer:*

P1: Let's play football!

P2: No, thank you. I don't like football.

P1: Let's swim!

P1: Sorry, I can't.

P1: Let's play volleyball!

P1: That's a good idea!

3. *Suggested answer:* My favourite season is winter. It's cold. It's snowy. It's beautiful. I can ski in winter.

Unit 9. I love animals

1. *Pupils' own answers.*

2. *Suggested answer:*

P1: Is it big?

P2: Yes, it is.

P1: Is it grey?

P2: Yes, it is.

P1: Can it swim?

P2: Yes, it can.

P1: Is it a hippo?

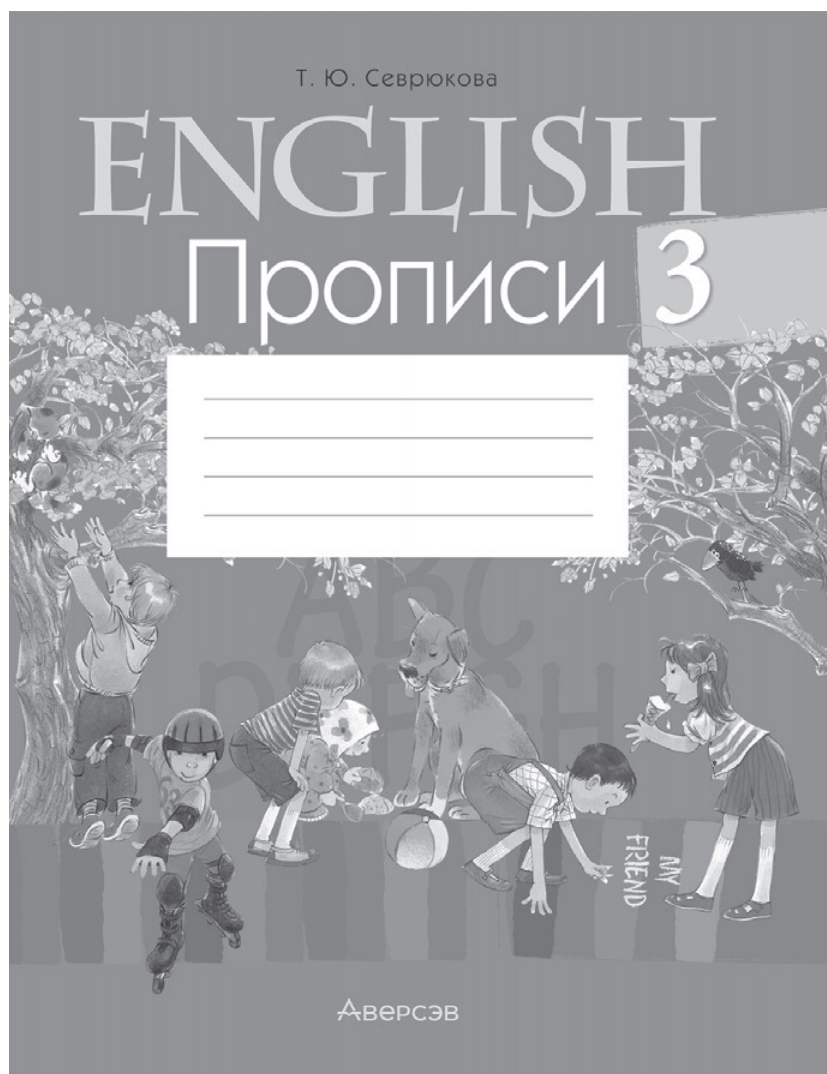
P2: No, it isn't.

P1: Is it an elephant?

P2: Yes, it is.

3. *Suggested answer:* It's big. It can run and jump. It's got short hair. It's got a big mouth. It's orange, black and white. (A tiger)





Английский язык. 3 класс. Прописи

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Пособие предназначено для детей, начинающих изучать английский язык и занимающихся по учебно-методическому комплексу «English 3». Цель издания — помочь учащимся сформировать навыки каллиграфического письма и лучше усвоить правописание активных слов и структур.

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