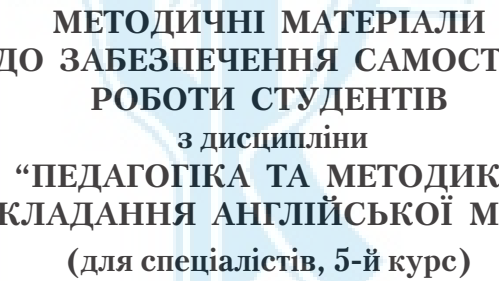


МІЖРЕГІОНАЛЬНА
АКАДЕМІЯ УПРАВЛІННЯ ПЕРСОНАЛОМ



МАУП



**МЕТОДИЧНІ МАТЕРІАЛИ
ЩОДО ЗАБЕЗПЕЧЕННЯ САМОСТІЙНОЇ
РОБОТИ СТУДЕНТІВ
з дисципліни
“ПЕДАГОГІКА ТА МЕТОДИКА
ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ”
(для спеціалістів, 5-й курс)**

МАУП

Київ 2007

Підготовлено доцентом кафедри теорії та практики перекладу
УПАПЛЛІ МАУП *О. В. Харченко*

Затверджено на засіданні кафедри іноземних мов МАУП
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Схвалено Вченою радою Міжрегіональної Академії управління персоналом



Харченко О. В. Методичні матеріали щодо забезпечення самостійної роботи студентів з дисципліни “Педагогіка та методика викладання англійської мови” (для спеціалістів, 5-й курс). — К.: МАУП, 2007. — 58 с.

Методичні матеріали містять пояснювальну записку, методичні матеріали для самостійної роботи студентів в аудиторний та позааудиторний час, теми рефератів, а також список літератури.

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2007

ПОЯСНЮВАЛЬНА ЗАПИСКА

Сучасна реформа вищої освіти — це насамперед перехід від парадигми навчання до парадигми освіти та самоосвіти, що передбачає орієнтацію на активні методи опанування знань, розвиток творчих здібностей студентів, перехід від поточного до індивідуалізованого навчання з урахуванням потреб і можливостей кожного студента. Тому крім лекційних і практичних занять важливою формою навчального процесу є самостійна робота студентів.

Мета самостійної роботи студентів при вивченні дисципліни “Педагогіка та методика викладання англійської мови” — сприяти практичному засвоєнню студентами методики проведення різноманітних уроків англійської мови, покращити їх розуміння закономірностей опанування іноземної мови в умовах класно-урочної системи.

Основні завдання самостійної роботи студентів:

- підвищення ефективності навчання за рахунок додаткової системи вправ;
- забезпечення фонових знань, необхідних студенту для роботи у середній школі;
- удосконалення навичок і знань студентів щодо застосування принципів побудови уроків англійської мови;
- опанування сучасних напрямів методичних розробок і визначення шляхів підвищення ефективності навчального процесу з англійської мови.

Організація позааудиторної самостійної роботи студентів полягає у необхідності більш широкого огляду тематики курсу з використанням основної та допоміжної літератури, аналітичного осмислення теоретичного матеріалу, формуванні узагальнюючих висновків.

Самостійна робота повинна сприяти розвитку творчого потенціалу студента та реалізації професійних навичок, тому завдання мають як індивідуальний, так і груповий характер. Практикуються такі форми самостійної роботи: опрацювання різноманітних планів проведення уроків у середній школі; аналітичний огляд наукових публікацій; підготовка доповіді з певної теми чи проблеми проведення уроку англійської мови; підготовка студентів до проведення різних типів ігор, зокрема рольових; переклад додаткових матеріалів методологічного характеру.

Викладач повинен навчити майбутніх спеціалістів працювати професійно, самостійно, швидко і якісно удосконалювати свою кваліфікацію. Таким є соціальне замовлення суспільства системі освіти сьогодні. Воно продиктоване не лише повсякденними потребами в постійному підвищенні якості підготовки спеціаліста, а й більш глобальним соціальним завданням — привести стан освіти у відповідність до нових цілей удосконалення суспільства, всебічного розвитку особистості.

Методичні рекомендації розраховані на 20 годин аудиторних занять, з них 6 годин практичних занять (аудиторна самостійна робота) та 34 години самостійної роботи (позааудиторна самостійна робота) студентів 5-го курсу заочного відділення.

МЕТОДИЧНІ МАТЕРІАЛИ ДЛЯ АУДИТОРНОЇ САМОСТІЙНОЇ РОБОТИ

Система вправ має забезпечити формування у свідомості студента: 1) відповідних фонових знань; 2) сучасних методик проведення уроків англійської мови; 3) творчого підходу до проведення уроків англійської мови.

Вправи для самостійної аудиторної роботи

Вправа 1. Прочитайте план проведення уроку англійської мови у середній школі. Прокоментуйте його та додайте ваші власні вправи, які ви вважаєте доречними.

Lesson 1

Speaking Skills – Asking Questions

Many post beginner to lower intermediate schoolchildren are quite capable of expressing their ideas reasonably well. However, they often run into problems when asking questions. This is due to a number of causes: i. e., teachers are the ones that usually ask questions, the inversion of the auxiliary verb and subject can be especially tricky for many students. This simple lesson focuses specifically on the question form and helping students gain skill while switching tenses in the question form.

Aim: Improving speaking confidence when using question forms.

Activity: Intensive auxiliary review followed by student gap question exercises.

Level: Lower-intermediate.

Outline:

Focus on auxiliary verb usage by making a number of statements in tenses the students are familiar with. Ask students to identify the auxiliary verb in each case.

Ask a student or students to explain the underlying scheme of the object question form (i. e., ? word Auxiliary Subject Verb). Have students give a number of examples in different tenses.

Split students up into pairs. Distribute worksheet and ask students to ask an appropriate questions for the given answer taking turns.

Follow-up check of questions either by circulating through the student pairs or as a group.

Ask students to each take the second exercise (one for Student A the other for Student B) and complete the gaps by asking their partner for the missing information.

Solidify question forms by quickly playing a verb inversion game using the various tenses (i. e., Teacher: I live in the city. Student: Where do you live? etc.)

Asking Questions

Exercise 1. Ask an appropriate question for the response.

A steak, please.

Oh, I stayed at home and watched TV.

She is reading a book at the moment.

We are going to visit France.

I usually get up at 7 o'clock.

No, he is single.

For about 2 years.

I was washing up when he arrived.

Exercise 2. Ask questions to fill the gaps with the missing information.

Student A

Frank was born in _____ (where?) in 1977. He went to school in Buenos Aires for _____ (how long?) before moving to Denver. He misses _____ (what?), but he enjoys studying and living in Denver. In fact, he _____ (what?) in Denver for over 4 years. Currently, he _____ (what?) at the University of Colorado where he is going to receive his Bachelor of Science next _____ (when?). After he receives his degree, he is going to return to Buenos Aires to marry _____ (who?) and begin a career in research. Alice _____ (what?) at the University in Buenos Aires and is also going to receive _____ (what?) next May. They met in

_____ (where?) in 1995 while they were hiking together in the _____ (where?). They have been engaged for _____ (how long?).

Student B

Frank was born in Buenos Aires in _____ (when?). He went to school in _____ (where?) for 12 years before moving to _____ (where?). He misses living in Buenos Aires, but he enjoys _____ (what?) in Denver. In fact, he has lived in Denver for _____ (how long?). Currently, he is studying at the _____ (where?) where he is going to receive his _____ (what?) next June. After he receives his degree, he is going to return to _____ (where?) to marry his fiancée Alice and begin a career in _____ (what?). Alice studies Art History at the _____ (where?) and is also going to receive a degree in Art History next _____ (when?). They met in Peru in _____ (when?) while they _____ (what?) together in the Andes. They have been engaged for three years.

Вправа 2. Прочитайте план проведення уроку англійської мови у середній школі. Прокоментуйте його та додайте ваші власні вправи, які ви вважаєте доречними.

Lesson 2

Pronunciation – Practicing Stress and Intonation

We are often surprised at how focusing on the “stress – timed” quality of English helps students improve their pronunciation skills. Students often focus on pronouncing each word correctly and therefore tend to pronounce in an unnatural manner. By focusing on the stress – timed factor in English – the fact that only principle words such as proper nouns, principle verbs, adjectives and adverbs receive the “stress” – students soon begin sounding much more “authentic” as the cadence of the language begins to ring true. The following lesson focuses on raising awareness of this issue and includes practice exercises.

Aim: Improving pronunciation by focusing on the stress – time nature of spoken English.

Activity: Awareness raising followed by practical application exercises.

Level: Pre-intermediate to upper intermediate depending on schoolchildren needs and awareness.

Outline:

Begin awareness raising activities by reading an example sentence aloud to the students (for example: The boys didn't have time to finish

their homework before the lesson began). Read the sentence the first time pronouncing each word carefully. Read the sentence a second time in natural speech.

Ask schoolchildren which reading seemed more natural and why it seemed more natural.

Using the ideas students come up with, explain the idea of English being a “stress – timed” language. If the students speak a syllabic language (such as Italian or Spanish), point out the difference between their own native language and English (theirs being syllabic, English stress – timed). Just this awareness raising can make a dramatic difference in such students abilities.

Talk about the differences between stressed words and non-stressed words (i. e. principle verbs are stressed, auxiliary verbs are not).

Write the following two sentences on the board:

“The beautiful Mountain appeared transfixed in the distance.”

“He can come on Sundays as long as he doesn’t have to do any homework in the evening.”

Underline the stressed words in both sentences. Ask students to try reading aloud. Point out how each sentence seems to be approximately the same length in “stress – time”.

Ask students to look through the example sentences and underline the words that should be stressed in the worksheet.

Circulate about the room asking students to read the sentences aloud once they have decided which words should receive stresses.

Review activity as a class – ask students to first read any given sentence with each word pronounced followed by the “stress – timed” version. Expect a surprise at the quick improvement students make in pronunciation (I am every time I do this exercise)!!

Take a look at the following list of stressed and non-stressed word types.

Basically, stress words are considered CONTENT WORDS such as:

- Nouns e. g. kitchen, Peter;
- (most) principle verbs e. g. visit, construct;
- Adjectives e. g. beautiful, interesting;
- Adverbs e. g. often, carefully.

Non-stressed words are considered FUNCTION WORDS such as:

- Determiners e. g. the, a, some, a few;
- Auxiliary verbs e. g. don't, am, can, were;
- Prepositions e. g. before, next to, opposite;

- Conjunctions e. g. but, while, as;
- Pronouns e. g. they, she, us.

Mark the stressed words in the following sentences. After you have found the stressed words, practice reading the sentences aloud.

John is coming over tonight. We are going to work on our homework together.

Ecstasy is an extremely dangerous drug.

We should have visited some more castles while we were traveling through the back roads of France.

Jack bought a new car last Friday.

They are looking forward to your visiting them next January.

Exciting discoveries lie in Tom's future.

Would you like to come over and play a game of chess?

They have been having to work hard these last few months on their challenging experiment.

Shakespeare wrote passionate, moving poetry.

As you might have expected, he has just thought of a new approach to the problem.

Вправа 3. Прочитайте план проведення уроку англійської мови у середній школі. Прокоментуйте його та додайте ваші власні вправи, які ви вважаєте доречними.

Lesson 3

Using Modal Verbs to Problem Solve — Discussing a Difficult Situation

This lesson focuses on the use of modal verbs of probability and advice in the past tense. A difficult problem is presented and schoolchildren use these forms to talk about the problem and offer suggestions for a possible solution to the problem. While the focus is on the past forms of modal verbs of probability and advice (i. e., must have been, should have done, etc.), it also serves as a great starting point for a discussion of issues that are sure to be hotly debated.

Aim: Use of past forms of modal verbs of probability and advice, reasoning, discussing difficult issues.

Activity: Reading comprehension, problem analysis, conclusions and critical judgments.

Level: Upper-intermediate to advanced schoolchildren.

Outline:

Review past forms of modal verbs of probability and advice

Ask schoolchildren to read the following short excerpt concerning a woman who has lost her job in rather dubious circumstances.

Split schoolchildren into small groups.

Ask schoolchildren to complete the sheet including Facts, Conclusions, and Judgment. Point out that they should use modal verbs of probability or advice when appropriate (i. e., must have been, should have done, etc.).

Once schoolchildren have reached their decisions, have a class debate asking the various groups to share and debate their opinions.

Continue the conversation by asking schoolchildren to think of similar situations that they have heard of or been involved with.

A Difficult Situation

Janet was employed as a graphic designer at a very successful advertising company. She had worked there for two years, when she was offered a promotion to become head of the graphic solutions department. She was obviously very happy when she heard of her promotion. However, she was also rather concerned as she had also recently found out that she was pregnant. In the past, other women who had had children had found it difficult to continue working full time. Later that day, she asked her husband what he thought she should do. He felt that she should first accept the promotion and then, a few months later, tell her employers about her pregnancy. In this way, her husband felt, she would not jeopardize her promotion. Janet wasn't so sure this was a good suggestion, as she felt that it might be dishonest of her to not let her employers know about the change in her condition. She telephoned her best friend, who had also had the same problem previously, and asked for her advice. Cheryl, her best friend, asked her if she felt that she would be able to continue working as hard after the birth of her child as she had been working up to that point in time. Janet assured her that this was the case and so her friend told her to trust her husband's judgment.

A few months later, Janet told her employers about her pregnancy. At first, they congratulated her on her pregnancy and wished her all the best. Over the next few weeks, she felt that her workload was slowly increasing to the point that she could not handle the amount of work required of her. She scheduled an appointment with her boss, and presented her dilemma to him. He said that he felt for her, but that, because of a recent increase in sales accounts, he could do nothing about the increased workload. Disappointed, Janet went back to work and did her absolute best to keep

up with the work. Unfortunately, the workload just continued to grow. Later that month, she received a call from the personnel department and was told to come speak to the personnel director. The personnel director told her that, due to her inability to keep up with the demands of her job, they were going to have to let her go. Janet couldn't believe what she was hearing. She asked him why, if a few months earlier they had promoted her for her excellence, they had now decided to let her go. It seemed ridiculous. He said that he was truly sorry, but that they had no other choice and asked her to gather her things and leave.

Fill in the following chart based on what you have read:

PROBLEMS (REAL FACTS)	CONCLUSIONS ABOUT THE PROBLEM	JUDGMENTS AND ADVICE
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.

Вправа 4. Прочитайте план проведення уроку англійської мови у середній школі. Прокоментуйте його та додайте ваші власні вправи, які ви вважаєте доречними.

Lesson 4

Teaching Telephone English

Teaching telephone English can be frustrating as schoolchildren really need to practice their skill as often as possible in order to improve their comprehension skills. Once they have learned the basic phrases used in telephoning, the main difficulty lies in communicating without visual

contact. This lesson plan suggests a few ways to get students to practice their telephoning skills.

Aim: Improving Telephoning Skills.

Activity: Role playing using toy telephone lines.

Level: Intermediate to advanced.

Outline:

Review phrases used in telephoning.

Ask all schoolchildren to write out notes for a telephone conversation that they would typically have with a native speaker. Example: *Order 500 Liters of Olive Oil – Delivery: Next Friday – Payment Method: Company Account – Address: Student’s Company Address – Telephone/Fax: Student’s Telephone/Fax, etc.*

Ask schoolchildren to choose another student who should respond to the call for which he/she has written notes.

This next step is the most important, and if possible goes a long way to improving students’ skills. Use internal office phones at work – This is one of my favorites and great for business classes.

Stress the fact that schoolchildren need to understand and take note of everything crucial. If they do not understand they need to ask you to repeat, tell you to speak more slowly – anything that is needed to understand. For tips see: *How to Telephone: Tips and Tricks to Make Sure a Native English Speaker Slows Down!*

Ask your schoolchildren to go to a different office, make sure to get the extension for the office. Ask schoolchildren to take notes on the call.

Now, this is when your acting skills come in handy! Take the various notes, call the other extension and ask for the person suggested by the student who wrote the notes.

You’ve made it to Hollywood now! Take a variety of roles and act them out on the phone. Really put your schoolchildren through the paces. You can be angry, impatient, in a hurry, etc.

Once you have repeated this exercise, get schoolchildren to call each other in their own offices to repeat the exercise. Remember it is crucial to actually use the phone, as the difficulty lies in understanding English over the phone. If schoolchildren need suggestions use *Role Plays: Role play dialogues to practice telephoning with friends.*

Finally, if you don’t have the opportunity of using different telephone lines put chairs back to back and practice speaking on the phone, schoolchildren will only hear the other person’s voice which will approximate a telephone situation.

Вправа 5. Прочитайте план проведення уроку англійської мови у середній школі. Прокоментуйте його та додайте ваші власні вправи, які ви вважаєте доречними.

Lesson 5

Introducing Phrasal Verbs.

Getting schoolchildren to come to terms with phrasal verbs is a constant challenge. The fact of the matter is that phrasal verbs are just rather difficult to learn. Learning phrasal verbs out of the dictionary can help, but students really need to read and hear phrasal verbs in context for them to be able to truly understand the correct usage of phrasal verbs. This lesson takes a two pronged approach to helping student learn phrasal verbs. It begins with a reading comprehension which can also serve to introduce some interesting student stories for discussion. This comprehension is peppered with phrasal verbs which can then be discussed as a class. The second part of the lesson includes a brainstorming session for students to create lists of phrasal verbs to share with one another.

Aim: Improve phrasal verb vocabulary.

Activity: Reading comprehension followed by brainstorming session and discussion.

Level: Intermediate to upper intermediate.

Outline:

Have the schoolchildren read the short story full of phrasal verbs.

Ask them some general comprehension questions about the text. Once they have read the text, ask them to tell a story of their own from their youth.

Now that you have discussed the text, ask the schoolchildren to find the phrasal verbs from the list which occur in the reading selection. Once the students have found these phrasal verbs, ask the students to provide synonyms for the phrasal verbs.

Tell the schoolchildren a little bit about what you have done that teaching day:

Example: *I got up at seven this morning. After I had breakfast, I put together tonight's lesson plan and came to school. I got into the bus at X square and got off at Y square...*

Ask schoolchildren which of the verbs you used were phrasal verbs and ask them to repeat those verbs. At this point, you might want to ask them if they have ever taken a look under the heading 'get' in a dictionary. Ask them what they discovered.

Explain that phrasal verbs are very important in English – especially for native speakers of the language. You can point out that it might not be important for them to be able to use a lot of phrasal verbs if they use their English with other non-native speakers. However, it is important that they have a passive knowledge of phrasal verbs, as they will need to understand more and more phrasal verbs as they become used to reading, listening, seeing and exploring authentic materials in English. Obviously, if they are going to use their English with native speakers, they will really need to buckle down and get used to using and understanding phrasal verbs.

Write a list of common verbs that combine with prepositions to make phrasal verbs. I would suggest the following list:

Take
Get
Make
Put
Bring
Turn
Be
Carry

Divide schoolchildren into small groups of 3–4 each, ask students to choose three of the verbs from the list and then brainstorm to come up with as many phrasal verbs using each of the three verbs that they can. They should also write example sentences for each of the phrasal verbs.

As a class, ask schoolchildren to take notes while you write the phrasal verbs down that each group provides. You should then give a spoken example or two for each of the phrasal verbs so that students can understand the phrasal verbs from the context of what you are saying.

Once you have provided the schoolchildren with examples, ask the schoolchildren to read their own examples and check to make sure that they have used the phrasal verbs correctly.

NOTE Don't introduce the idea of separable and inseparable phrasal verbs at this point. The schoolchildren will already be dealing with almost too much new information. Save that for a future lesson!

Adventures Growing Up

I was brought up in a small town in the countryside. Growing up in the countryside offered lots of advantages for young people. The only problem was that we often got into trouble as we made up stories that we acted out around town. I can remember one particular adventure

in particular: One day as we were coming back from school, we came up with the brilliant idea to make out that we were pirates looking for treasure. My best friend Tom said that he made out an enemy ship in the distance. We all ran for cover and picked up a number of rocks to use for ammunition against the ship as we got ready to put together our plan of action. We were ready to set off on our attack, we slowly went along the path until we were face to face with our enemy – the postman's truck! The postman was dropping off a package at Mrs. Brown's house, so we got into his truck. At that point, we really didn't have any idea about what we were going to do next. The radio was playing so we turned down the volume to discuss what we would do next. Jack was all for switching on the motor and getting away with the stolen mail! Of course, we were just children, but the idea of actually making off with a truck was too much for us to believe. We all broke out in nervous laughter at the thought of us driving down the road in this stolen Postal Truck. Luckily for us, the postman came running towards us shouting, "What are you kids up to?!". Of course, we all got out of that truck as quickly as we could and took off down the road.

Phrasal Verbs

to make out

to make off with

to drop off

to set off

to get out of

to get into

to get ready

to be up to

to take off

to grow up

to make up

to set off

to turn down

to get into

to bring up

to break out

There are at least 7 other phrasal verbs in the text. Can you find them?

Вправа 6. Прочитайте план проведення дискусії на уроці англійської мови для учнів старших класів. Прокоментуйте його. Проведіть у своєму класі урок і проаналізуйте його.

Conversation Lesson – Internet Craze

This lesson plan is based on the idea that having schoolchildren support opinions that are not necessarily their own during debates can help improve students fluency. In this manner, students pragmatically focus on correct production skills in conversation rather than striving to “win” the argument. Of course, once schoolchildren have become confident in their production skills, they can obviously argue the point they truly believe in.

Aim: Improve conversational skills when supporting a point of view.

Activity: Debate concerning the current and future impact of the Internet on daily life.

Level: Upper-intermediate to advanced.

Outline:

Review language used when expressing opinions, disagreeing, making comments on other person’s point of view, etc.

Ask schoolchildren to consider the following statement:

The Internet has forever changed the way we live. Its importance will continue to grow. By the year 2010 most of the world will be conducting its business, receiving its media (TV, films, music), and staying in touch solely via the Internet.

Based on schoolchildren responses, divide groups up into two groups. **Important:** Make sure that groups are put into the group with the opposite opinion of what they seemed to believe in the warm-up conversation.

Give schoolchildren worksheets including ideas pro and con. Have schoolchildren develop arguments using the ideas on the worksheet as a springboard for further ideas and discussion.

Once schoolchildren have prepared their opening arguments, begin with the debate. Each team has 5 minutes to present their principal ideas.

Have students prepare notes and make rebuttal to the expressed opinions.

While the debate is in progress, take notes on common errors made by the students.

At the end of debate, take time for a short focus on common mistakes. This is important, as schoolchildren should not be too involved

emotionally and therefore will be quite capable of recognizing language problems – as opposed to problems in beliefs!

Internet Craze

What do you think about the following statement?

The Internet has forever changed the way we live. Its importance will continue to grow. By the year 2010 most of the world will be conducting its business, receiving its media (TV, films, music), and staying in touch solely via the Internet.

Use the clues and ideas below to help you create an argument for your appointed point of view with your team members. Below you will find phrases and language helpful in expressing opinions, offering explanations and disagreeing.

Opinions, Preferences:

I think ..., In my opinion ..., I'd like to ..., I'd rather ..., I'd prefer ..., The way I see it ..., As far as I'm concerned ..., If it were up to me ..., I suppose ..., I suspect that ..., I'm pretty sure that ..., It is fairly certain that ..., I'm convinced that ..., I honestly feel that, I strongly believe that ..., Without a doubt, ...

Disagreeing:

I don't think that ..., Don't you think it would be better ..., I don't agree, I'd prefer ..., Shouldn't we consider ..., But what about ..., I'm afraid I don't agree ..., Frankly, I doubt if ..., Let's face it, The truth of the matter is ..., The problem with your point of view is that ...

Giving Reasons and offering explanations: To start with, The reason why ..., That's why ..., For this reason ..., That's the reason why ..., Many people think ..., Considering ..., Allowing for the fact that ..., When you consider that ...

The Internet Will Change Our Lives In Every Aspect

The use of the Internet around the world is doubling every few months.

The Internet has already changed with way we communicate.

Business have invested billions in the Internet.

The Internet is becoming faster all the time, you can already watch video or listen to Mp3s via the Internet.

Many people now live at home and work via the Internet.

The Internet has created unlimited new business opportunities

Most people use email instead of writing letters to keep in touch with their friends.

The Internet is still very young.

The Internet Is Just A New Form Of Communication, But Will Not Change Everything In Our Lives

The Internet, while interesting, is just a fad.

People want to go out and meet other people when they do their shopping.

It is too difficult to use the Internet and computers, most people do not have the patience.

Reading on a computer screen is uncomfortable and people will never stop wanting to read, listen to music and be entertained in traditional ways.

The Internet creates cultural homogenization – some would say Americanization, and eventually people will get tired of this.

The only real interaction between people must take place face to face on not ‘virtually’.

The Internet is mainly used by teenagers and other people who have lots of time to waste.

The ‘new’ economy of the Internet produces nothing – people can not buy smoke.

**МЕТОДИЧНІ МАТЕРІАЛИ ДЛЯ ПОЗААУДИТОРНОЇ
САМОСТІЙНОЇ РОБОТИ**

1. Питання для самостійного опрацювання.

1. Рекомендації Ради Європи з навчання англійської мови.
2. Вимоги до рівня знань з англійської мови за вимогами Ради Європи.
3. Вимоги до уроку англійської мови та його аналіз.
4. Типи уроків англійської мови.
5. Типи творчих уроків.
6. План проведення уроку-гри.
7. План проведення уроку-дискусії.
8. План проведення уроку-екскурсії.
9. План проведення уроку-конференції.
10. Методи навчання англійської граматики.
11. Методи навчання англійської вимови.
12. Методи та етапи навчання усного мовлення.
13. Методика організації інтенсивного навчального процесу.
14. Сучасні підходи та методи навчання англійської мови.
15. Навчальні мовні ігри, їх види та використання.

2. Вправи та хрестоматійні тексти для позааудиторної самостійної роботи.

Вправа 1. Прочитайте план сучасного уроку для учнів середньої школи, підготовленого за методикою “edutainment”. Прокоментуйте його. Проведіть у своєму класі урок та опишіть ваші враження.

Lesson Plan – a fun 45 minutes!

1. Warm Up/Review – 3/10 minutes.

The idea is to get the kids back into a “edutainment” way of learning, to get used to you again, to warm them up and to review the previous time’s language.

Start off with a quick go of the Warm Up game. Time depends on the class, from 30 seconds to 5 minutes.

Review the song from the previous lesson. They are singing and dancing and remembering the previous work all at the same time. The songs are quick, genki and get to the point!

2. New material – Picture cards and Song – 15/20 minutes.
New vocabulary → *A Capella* → *CD*

Using songs is the key to making it easy to teach the new language, and for the kids to remember it.

Use picture cards. Hold one up, say the word and get the kids to say it back.

After every 3 or 4 words, review the others.

8 words is a good quantity to teach in one lesson.

Questions and answers are better (e. g. What’s this? What time is it? or How much?) Say the question, point to a card and the kids answer. This is better than simply learning the vocab in isolation. Try tricking them by pointing to a card and saying a different question e. g. “What’s your name?”

To save time, try singing each word when introducing it. The melody and actions help the kids remember them more quickly. Plus when you’ve finished the words, they already know the song. Try things like “How are you?”

Teach the song “a capella” several times without the music. Keep practising till they know all the words!

If they don’t say things loud, do a competition between you and them to see who can say the word the loudest. Even the shy kids will be then saying the words!

Sing the song with the CD to make sure they know the vocab and have some fun! Keeping the CD till the end makes sure the kids know the words and keeps the energy high!

3. Practice of new material – Game – 15/20 minutes.

The purpose of the game is for the kids to practise the target English. It's also good for the teacher to see if the kids have mastered the language or if they need more practice.

Only the second language is allowed for the kids, but the teacher should explain things in whichever language is most efficient. The less time you spend explaining, the more time the kids have to practise.

Best done with games to aid motivation.

Explain the games by acting them out!

Some game can be explained in 2 or 3 minutes or less. If team teaching, try giving a translation of the game to the other teacher who can then explain the rules in the kids' native language.

If there is no end to the game – do a big countdown!

Important Point: Remember to teach your kids that “Losing doesn't mean losing. It simply means you get another chance to try again” If everyone is having fun, everyone wins! If they don't win, it's simply another chance to try again next time! Do this and every kid will be wanting to keep going and learn more, especially if they actually lose a game!

4. “Thank you”s and “Goodbye”s

Sing today's song again and then the Thank You song.

Tell them how good they were

Do a few claps and cheers (try raising your hand to vary their volume like we do in the shows, very fun!)

End the lesson on a high so they are looking forward to the next lesson!!

Вправа 2. Відпрацюйте гру-розминку на заняттях учнів навчальних класів.

TPR Warm Up Game!

Target Grade: 1–5

Target English: Greetings, verbs

This is a game that is great do at the beginning of nearly every lesson. It gets the kids lively and active and helps their listening skills, and if they can learn to stand up and sit down quickly you won't be wasting time later on in the lesson! From then on you add in new words each week, and is really effective. It's basically TPR, total physical response, although

with limited class time it's usually better to get the kids repeating the words as soon as you can.

At the beginning you simply shout out commands at the kids. First of all simple things like “Stand Up” or “Sit Down” are OK, along with “Good Morning”. Also, try tricking them by saying “STAND UP” when they are already standing up! As you meet the kids more you can add words such as JUMP, SPIN (a big favourite), EAT, DRINK, CHEER, CLAP, Later BOY, GIRL can be added (much laughter when boys stand up when you say “GIRLS STAND UP”). Also BIG, SMALL e. g. BIG JUMP, LITTLE JUMP and QUIET, LOUD e. g. QUIET CLAP, LOUD CHEER.

Even 1st Years can get quite advanced with things such as “GIRLS, 5 BIG SPIN JUMPS” Or try using “PLAY” e. g. “Play Piano, Play Tennis” or things like “Watch TV” For “Clap” or “Cheer” get them to vary the volume as you raise or lower your arm – it's a great “volume control” for the moments when you do want them to be quiet!!! If you want some more words, try “cry” or even “zip it!”

Once you get past these basics, try some other topics from the songs, and then start using series of phrases that the kids can use. You don't just have to stick to commands!

Then try the past or future tenses, i. e. basically do the same thing but point to a calendar on the wall first.

Then you can start moving on to stories. A good way to do this is to get your kids to think of stories in groups in their native language, translate them and use them in the next class! For the stories, things like Spiderman, Harry Potter or famous characters are best!

Basics	Funky Stuff	Routines	Past Tense	Famous Stories
Stand up	Surf in Hawaii	Open your eyes	I left the house	Hello,
Sit down	Do sumo wrestling	Wake up!	I got on my bike	My name's Harry
Spin	Eat hot kimchi	Stretch your	I looked at my	Potter
Jump	Walk on a hot beach	arms	watch	I'm a wizard
Bow	Go on a waterslide	Yawn	I was late!	I have a magic
Watch TV	I like sweet apple pies	Get out of bed	I rushed to	wand
Play...	She's eating sour lemons		school	I can cast magic
etc.	(get the kids to think of their own!)	Have a shower	I crashed my	spells
		Have breakfast	bike!	This is my friend
				Hermione
				My favourite
				sport is...
				Today I...

Or if you're looking for more ideas, try these ones! Climb Mt Everest.
Throw a big ball.
Cheer the Hanshin Tigers!
Do synchronised swimming.
Dance with Tom Cruise.
Paint a big picture.
Row a canoe.
Ride on a motorbike.
Be a monkey.
Fall in love.
Be a teacher.
Eat a lot of sweets.
Walk like a model.
Sing "Happy birthday."
Be a samurai.
Eat hot chicken soup.
Be a big lion.
Spin like a spinning top.
Run like a penguin.
Brush your hair.
Swim in the sea.
Cry loudly.
Eat a big hot dog with lots of mustard.
Open the biggest book in the World.
Walk underwater.
Dive into the water.

Вправа 3. Прочитайте план проведення гри "Гаррі Потер" на уроці для учнів 2–5 класів середньої школи. Прокоментуйте його. Проведіть у своєму класі та опишіть ваші враження.

The Harry Potter Game

Author = Bridget McNamara

Level = Elementary

Target_English = actions, animals

big_small = Big groups

The Harry Potter Game is based on Candlesticks or Stuck in the Mud.

When I did this game with my students, I taught them the question/answer set of "What are you doing?" "I'm dancing/jumping/cooking/

playing soccer etc”, but other teachers who have played the Harry Potter Game said it worked with animal or action vocab too.

1. On the day, roll newspaper into wands and go outside.
2. Divide the class, give wands to 1/3 and they become Voldemort (sorry for mentioning his name).
3. The remaining wandless 2/3s are Harry Potter.
4. Give the Harry Potters a 10-second head start then let the Voldemorts loose.
5. When a Voldemort catches a Harry Potter, they wave their wand and shout an instruction at Harry eg jump/dance. Harry Potter then has to do that action in the same spot until they are saved.
6. The spell is broken when a FREE Harry Potter comes along and asks “What are you doing?” and the caught Harry Potter replies “I’m jumping/dancing”. With that complete, Harry Potter is now free and the world is okay again!

You can swap over the Voldemorts and Harrys several times within a lesson and the kids will get quite tired, but they will love it and request it often!

You can extend the target vocab by teaching them wand, wizard etc, plus I also taught the captured Harrys to call out ‘Help me Harry’ to draw attention to themselves.

But be warned if you play with kids you will become a target for the entire Voldemort population, and will find yourself either jumping or spinning for the entire lesson. But I guess at least you’ll burn off lunch that day!

Вправа 4. Прочитайте план проведення гри “Dice Game” для учнів 2–5 класів середньої школи. Прокоментуйте його. Проведіть у своєму класі та опишіть ваші враження.

Dice Game

Target Grade: 1–5

Target English: Any vocab, try occupations or “What are you doing?”

This is a great game that works best with themes with around 11 pieces of vocab and actions to go with them i. e. a lot of the Genki English themes!

1. Put the students into groups of 4 or 5. The best way to do this is to use the Mingle Game combined with the group game, i. e. you do the Mingle chant and then shout out “4” or “5” and the kids quickly get into groups of this number. This works a treat!

2. Each group sits down in a circle.
3. Give each group a die.
4. You assign a number from 2–12 for each piece of vocab. It's best to let the students decide which ones are which. Write down the number next to the picture card on the board.
5. The students shout out the appropriate question, e. g. “What do you do?” for occupations. It's important that the kids are not just learning vocab, but are learning the questions and answers together.
6. One person in the group rolls the die. The students remember the number.
7. The same person rolls the die again.
8. The students add up the numbers and then shout out the corresponding answer. i. e. if they roll 2 and then 5, they shout out the answer on the picture card next to number.
9. It's also really fun to do the gestures as well.
10. The fastest person to call out the correct answer then becomes the die roller and you repeat from.

This game can go on for ages as all the students want to roll the dice. It's great for concentration as you have to look at the die, do the maths, look at the board then shout out the English! It also helps promote the “student centered learning” approach now recommended in Asia, where the teacher becomes the “director” and the students are the movie stars!

Вправа 5. Прочитайте план проведення гри “Da Vinci Mona Lisa Code Game” для учнів молодших класів середньої школи. Прокоментуйте його. Проведіть у своєму класі та опишіть ваші враження. Проаналізуйте ваш урок.

Da Vinci Mona Lisa Code Game



Target English: Decoding short words Target Grade: Upper Elementary – Junior High

Using pop culture in the classroom can be a fantastic way to bring the kids' outside world into the classroom. But with this game you should exercise a bit of caution. The title will work in getting lots of kids interested in trying the game, and I have changed the title on the worksheet to be the “Mona Lisa Code” instead of the more provocative “Da Vinci Code”, but if you think that even one of your students may be offended by it then please don't use it.

This game is probably better for older kids, or junior high school students and above.

1. Give each student (or group of 5 students) a copy of the print out above.

2. Choose which code to start with and shout out this number.

- 3 The kids find the circled version of this number on the sheet.

4. They decode the secret word from the numbers that follow.

5. They shout out what the word is.

6. Quickest team is the winner.

7. Repeat from 2.

For example, the first code, is really easy, it consists of the numbers 3 1 20. You use the code table to figure out this means “c a t “. The kids then use their skills to read the word “cat” and shout it out. That’s basically the main aim of the game, to get some basic phonics reading practice. As with any phonics activities, the kids have to be able to speak a fair bit of basic English first though.

It’s also good to choose the codes in a random order. If you simply start with the first code, then move onto, the kids will be able to work the codes out in advance and the slower kids will gradually get further and further behind. If you choose the numbers in a random order it keeps the kids on their toes and means the slower kids can keep up with their faster classmates. For the same reason some of the codes are hard to read, to balance things out.

You could also use this as a worksheet filler in high school, simply give the kids the sheet and ask them to fill it in. But it really has no English learning value unless the kids actually speak the words they’ve decoded! You could also get the kids to make their own codes. Or for higher level kids, they can make their own sentences or short stories.

Вправа 6. Прочитайте план проведення гри “Broken Hearts Game” для учнів старших класів середньої школи. Прокоментуйте його. Проведіть у своєму класі, опишіть ваші враження, проаналізуйте ваш урок.

Broken Hearts Game

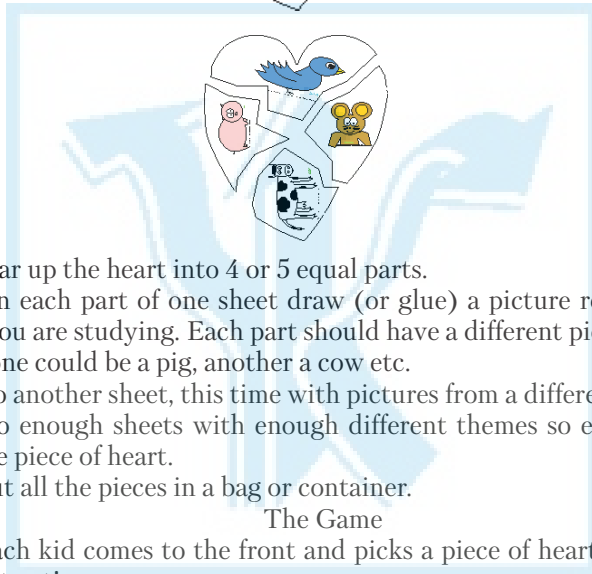
Target Age: Elem 3 to Junior High

Target English: Any review

This game is traditionally used in Junior High for sentence practice, but it also makes a great review game for elementary school!

Preparation

1. Prepare several A4 sheets of paper, each with the outline of a large heart.



2. Tear up the heart into 4 or 5 equal parts.
3. On each part of one sheet draw (or glue) a picture related to the theme you are studying. Each part should have a different picture. For example, one could be a pig, another a cow etc.
4. Do another sheet, this time with pictures from a different theme.
5. Do enough sheets with enough different themes so every kid can have one piece of heart.
6. Put all the pieces in a bag or container.

The Game

1. Each kid comes to the front and picks a piece of heart. They don't look at it yet!
2. When everyone has their pieces you shout "go".
3. The kids then go around trying to find the other pieces of their heart. They are not allowed to show other people their hearts yet, only to speak English!
4. When they find all the people who have the rest of the pieces of their heart (as they all have words in the same topic) they sit down in a group, raise their hands and say "Finished!".
5. The quickest team wins.

Very simple, but very effective. You can change the target language to either be very easy e. g. simply saying "dog", or better still something like "I have a dog" or the current target language such as "I like dogs" etc. etc.

Вправа 7. Прочитайте план проведення гри “Nemo Game” для учнів молодших класів середньої школи. Прокоментуйте його. Проведіть у своєму класі, опишіть ваші враження та проаналізуйте ваш урок.

Nemo Game

Target_English: What can you see? I can see a...

Target_Grade: Elementary

Here’s a very fun game for younger kids to teach with “Under the Sea” theme.

1. The kids mime swimming around in a circle in the middle of the class.

2. If you have lots of kids (say 30 in a class) then have two or three concentric circles, one inside the other. Each circle swims in opposite directions.

3. The kids shout out “Nemo, Nemo, what can you see?”

4. The teacher, who is Nemo, looks outside the window and shouts out “I can see a ...” plus one of the sea animals from the song.

5. Whilst still swimming the kids repeat the answer and do the mime.

6. Continue from 3.

7. But... if the teacher says “I can see a shark!”. Two kids, who were hidden outside, rush into the classroom from different directions.

8. The other kids all rush to touch the wall of the class, where they are safe.

9. If any of them are tagged by the sharks on their way to the wall, they are eaten and become sharks for the next round.

10. Continue from 3.

This is a great variation of the What time is it, Mr Wolf? game, and thank you to the teachers in Nara for the inspiration. Just using the name “Nemo” makes it really exciting for the kids.

For the first two sharks, it’s good to get the “kids who’ve had too much sugar for breakfast and are disturbing the class” to help out as it keeps them under control.

The main point of the game is to get the kids over the “just words” and into the “able to give answers to questions” style of lesson.

You can either play the game after singing the song, or try teaching the “I can see a ...” plus the shark and first three animals, then play the game and introduce the new words as you continue the game. This way you can end the lesson with the song which makes for a very big finish.

Вправа 8. Прочитайте план проведення гри “Mingle!” для учнів молодших класів середньої школи. Прокоментуйте його. Проведіть у своєму класі, опишіть ваші враження та проаналізуйте ваш урок.

Mingle!

Target Language: Any conversation

Target Grade: 2 to 6.

Now “mingle” probably isn’t very high on your “words to teach” list, and quite rightly so. But by playing this game the kids can get to practise any conversation that you happen to be studying, for example “How are you?”, “How old are you?”, “What are you doing?” or anything really! If you’re teaching in Thailand, the teachers love this game!

1. Get rid of any tables and chairs and get the kids together in one big group.

2. Whilst singing the “mingle chant” the kids move around, mingling with each other!

3. When the teacher says “Stop!” the kids make pairs with the person nearest to them and they practise today’s conversation!

e. g. “What’s your name?” “My name’s Luke. What’s your name?”

“My name’s Leia. Nice to meet you!”

4. Repeat from 2.

That’s it, simple but fun! Instead of just today’s conversation, after saying “Stop!” you can shout out any phrase you’d like to practise!

But the real magic of this game comes when making groups! You do the mingle chant, then shout out a number and the kids have to get into groups of this number. e. g. you say “4” and the kids get into groups of 4 and sit down. It works sooooo well! You can also have them ask you a questions such as “How old are you?” or “What time is it?”, you answer “I’m 6 years old” or “It’s 9 o’clock” and the kids get into groups of this number!

Вправа 9. Прочитайте план проведення гри “The Koala Game” для учнів молодших класів середньої школи. Прокоментуйте його. Проведіть у своєму класі, опишіть ваші враження та проаналізуйте ваш урок.

The Koala Game

GRADE: 1 TO 6.

TARGET ENGLISH: PLEASE, THANK YOU ETC.

This is a cool game for smaller classes. You need to prepare 2 or 3 small cuddly toys. Koalas are cool!

1. Sit the kids in a circle.
2. Teach them “Please” i. e. “Koala please”
3. Pass the koala to a kid who says “Koala please”.
4. The kids then pass the koalas amongst themselves. First of all a kid says “Please” and then receives the koala from the previous player.
5. Now the teacher introduces “Thank you”.
6. Repeat as before, but this time after receiving the koala, the child says “Thank you”.
7. Now the teacher introduces “You’re welcome!”. And repeat again.

If you have Shockwave installed, you can try out the “Online Koala Game” here!!

You need Shockwave to use this feature!

During the practice sessions, the teacher can introduce several koalas so that lots of kids get to practice.

This is a really effective game if you give personalities to your cuddly toys. This game was developed by Will, who has the “cute Koala” and the “fat koala”! The fact that the animals have names also seems to make the kids respect them more and take better care of them!!

This is a good game, but don’t overplay it!

Whilst the teacher is close to the kids, it’s a good way to do pronunciation practice, as the kids can clearly see the teachers mouth!

Вправа 10. Прочитайте план проведення гри “What’s the weather like in ...?” для учнів старших класів середньої школи. Прокоментуйте його. Проведіть у своєму класі, опишіть ваші враження та проаналізуйте урок.

What’s the weather like in ...?

TARGET LANGUAGE: WEATHER

TARGET GRADE: SENIOR SCHOOLCHILDREN

PREPARATION: A4 COPIES OF A WORLD MAP FOR EACH GROUP. ONE PRINT OUT OF THIS PAGE. ONE BIG CLASSROOM SIZE WORLD MAP

This is a great game for practising the weather and gets the kids thinking!

1. First of all teach some weather words.
2. Put the kids in groups and put a large World map on the board.
3. Give each group a smaller map of the World. Each map has the 8 countries here marked.

4. In their groups the kids have to decide which country has what weather. They draw a picture to mark this weather on the country. It's up to you to decide how detailed to do this e. g. "It's sunny" or "It's 24 degrees" or whatever.

5. When the kids have finished everyone turns round to look at the board.

Feel free to choose which countries you use!

6. The teacher chooses one country and one person from each group stands up and says what weather they chose for that country. The teacher writes, or draws, this on the board.

7. When all the groups info is in the teacher reads out the info from this page (make a print out of it beforehand!) of the real weather there! If it's Autumn or Spring time you might have to do a bit of creative adjustment to make it a bit more fun if all the countries end up saying "cloudy" or "fine"!

8. The nearest group to predict the correct weather wins that country and one point!

9. Repeat again from 6, this time asking a different kid from each group.

10. The group with the most countries at the end of the game has won!

This is a great game for not only English practise, but getting the kids to work in groups and actually thinking about the English they are using. Using real-time weather info that you got only minutes before makes the kids really excited. You can also use it to explain the differences between individual countries of the UK. Or you could even play the CNN or BBC World Weather forecast to them, great listening practice!

Вправа 11. Прочитайте план проведення гри "What's the weather like in ...?" для учнів старших класів середньої школи. Прокоментуйте його. Проведіть у своєму класі, опишіть ваші враження та проаналізуйте урок.

Spiderman

TARGET GRADE: SENIOR SCHOOLCHILDREN

TARGET ENGLISH: QUESTION & ANSWER PRACTICE

PREPARATION: PICTURES OF SPIDERMAN, MARY JANE AND TWO ENEMIES

Help Spiderman save Mary Jane from both the Green Goblin and Dr. Octopus!

This game is basically a scoring game which you can mix and match with other games, but the way I present it here is great for question and answer practice!

PREPARATION

First of all you need A4 print outs of various Spiderman characters. You can easily get these by doing a google image search. You'll need one Mary Jane Watson, and then one Spiderman and villain for each group. One group can be up to around 8 kids. If you have two groups the best pairing is one game as Spiderman 1 vs. the Green Goblin, and the other group as Spiderman 2 vs. Doctor Octopus! Prepare the board, this takes about 2 minutes (or one if you've had practice), so is good to do whilst the kids are doing a warm up game where the teacher isn't involved. On the board you need to draw a tall building with several floors (around 7 or 8) and wide enough so that your characters fit. Each teams' Spiderman and villain starts at the ground floor. On top of the building you put the picture of Mary Jane. The idea is the Spidermans will race to the top to save the girl! (And yeah, I know it's not politically correct but don't blame me, write to Stan Lee!!) Then you need to split the kids into groups. Either use groups they normally make or use mingle and shout out a number, they have to get into groups of that number! Up to 8 people in each group is cool, so for 30 kids you need around 4 groups, but it can work with classes as small as 6 (2 groups of 3). All the groups have to have the same number of people.

THE GAME

1. Each group forms a circle.
2. Each group decides which person in the group will go first.
3. The teacher says "Go!"
4. Simultaneously the first kid in each group asks the person next to them (clockwise) today's target question. (e. g. When's your birthday? Where are you going? What's your favourite colour? etc. etc.)
5. This person answers and asks the next person.
6. Keep going round the group until the first person answers the question.
7. Everyone stands up and shouts "Yeah!"
8. The quickest team is the winner.

Вправа 12. Прочитайте план проведення гри "Bargaining Game!" для учнів старших класів середньої школи. Прокоментуйте його.

Проведіть у своєму класі, опишіть ваші враження та проаналізуйте урок.

Bargaining Game!

TARGET GRADE: 2–6

TARGET ENGLISH: NUMBERS, “HOW MUCH”

Most schoolchildren seem to be unaware of the skill of “bargaining”. In Asian holiday destinations they always seem to be overcharged because they’re afraid of the local bargaining practices, where you gradually beat the seller down from an astronomical to a sensible price. This game introduces this vital skill and is good practice of numbers.

PREPARATION

1. Introduce bargaining and where you use it (we don’t want them arguing in UK supermarkets or anything)
2. Introduce “How much?”
3. Practice bargaining with the kids. If you are really persistent they’ll love it!
4. Make sure they understand that “buyers” want a low price and “sellers” want a high price.

THE GAME

1. Split the class into two halves (left and right side of the class is usually good).
2. One side is then the selling side and one is the buying side.
3. The sellers (individually) have to go and find a “buyer” and sell them something (pens, books etc are usually good, let the kids choose!).
4. The usual conversation is something like.
Seller: “Hello. Nice pen!!!”
Buyer: “How much?”
Seller: “10”
Buyer: “No! 2”
Seller “No! 9!”
etc. etc.
5. Give them a time limit of about 3/4 minutes (I usually count down the last ten seconds to add to the tension).
6. Afterwards sit them down and find out who did the best, and who did the worst!
7. Redo the game this time with the kids changing roles, i. e. the buyers become sellers and vice versa.

The price range should be fixed in a range from around 1 to 10. This makes sure they all know the numbers in English, and makes comparing who got the best price a lot easier. Make sure there are equal numbers of kids on each side – if you have an odd number then involve the teacher.

The time limit is important, without it there is no tension!

Tell them to be pushy, but watch they don't start hitting each other!!

Вправа 13. Прочитайте план проведення уроку для учнів старших класів середньої школи. Прокоментуйте його. Проведіть у своєму класі, опишіть ваші враження та проаналізуйте урок.

Lesson. Reading – Using Context

The use of contextual clues can be one of the best ways to improve students' reading skills. Unfortunately, schoolchildren often insist on understanding each word when reading. Realizing that a text can be understood in a general sense by using contextual clues can go a long way towards helping students cope with increasingly difficult texts. At the same time, the use of contextual clues can also provide a means by which students can rapidly increase their existing vocabulary base.

This lesson provides a number of pointers helping students identify and use context to their advantage. A worksheet is also included which helps students recognize and develop the skill of contextual understanding.

Aim: Increased awareness and usage of contextual reading clues.

Activity: Awareness raising concerning the use of contextual clues, followed by worksheet practicing contextual reading.

Level: Intermediate – upper intermediate.

Outline:

Write this example sentence on the board: "Tom decided that he desperately needed the glockum if he were to solve the problem".

Ask schoolchildren what they do if they are reading an English text and do not understand a specific word.

Ask schoolchildren what they do if they are reading a text in their native language and do not understand a specific word.

Ask schoolchildren what 'glockum' means.

Once schoolchildren have established that they don't know what a 'glockum' is, ask them to guess at what it might be.

Ask schoolchildren what part of speech a 'glockum' is (i. e. verb, noun, preposition etc.).

Have schoolchildren explain how they arrived at their guesses, which clues did they use?

Explain the concept of reading in “chunks” i. e. looking at the text surrounding the unknown word for clues.

Show them an article from an advanced level magazine (*Wired, National Geographic, The Economist etc.*).

Ask schoolchildren to identify the probable vocabulary areas that may be used in the example article.

Explain the importance of activating vocabulary by first quickly glancing at the text to be read. This idea is very important as the brain will begin to focus on related concepts thus preparing the student for what is to be read.

Point out that by using all of these clues (i. e. “chunking”, part of speech, logical deduction, vocabulary activation), students can arrive at a much fuller understanding of difficult texts – *even if they do not understand each word.*

Have schoolchildren divide into small groups and complete worksheet.

Reading Clues

Deduction – What does the sentence concern? Which words does the *unknown* word seem to relate to?

Part of Speech – Which part of speech is the unknown word? Is it a verb, noun, preposition, adjective, time expression or something else?

Chunking – What do the words *around* the unknown word(s) mean? How could the unknown word(s) relate to those words? – This is basically deduction on a more local level.

Vocabulary Activation – When quickly skimming through the text, what does the text seem to concern? Does the layout (design) of the text give any clues? Does the publication or type of book give any clues to what the text might be about? Which words can you think of that belong to this vocabulary category?

Make logical guesses about the meaning of the unknown words in the following paragraph.

Jack quickly entered the didot and cleaned the various misturaes he had been using to repair the wuipit. He had often thought that this job was extremely yullning. However, he had to admit that this time things seemed to be a bit easier. When he finished, he put on his redick and went back to the study to relax. He took out his favourite pipe and settled into

the beautiful new pogtry. What a fantastic schnappy he had made when he had bought the pogtry. Only 300 yagmas!

What could a 'didot' be?

What part of speech is 'misturaes'?

If Jack used the 'misturaes' to repair the 'wuiplit' what do you think the 'mistraes' must be?

What could 'yulling' mean? – What part of speech is often used with an ending '-ing'?

Which synonym could be used for 'yulling'?

fun

difficult

expensive

What type of things do you put on?

Based on the above question, what kind of thing must a 'redick' be?

Is a 'pogtry' used inside or outside?

Which words let you know that the 'pogtry' was cheap?

What must 'yagmas' be?

Clothes

Cigarette type

Type of money

Вправа 14. Прочитайте план проведення уроку для учнів старших класів середньої школи. Прокоментуйте його. Проведіть у своєму класі, опишіть ваші враження та проаналізуйте урок.

Lesson. Comparative and Superlative Forms

The correct use of the comparative and superlative forms is a key ingredient when schoolchildren are learning how to express their opinion or make comparative judgments. The following lesson focuses on first building understanding of the structure – and of the similarity between the two forms – inductively, as most students are at least passively familiar with the forms. The second phase of the lesson, focuses on using the comparative and superlative forms actively in small group conversation.

Aim: Learning the comparative and superlative.

Activity: Inductive grammar learning exercise followed by small group discussion.

Level: Pre-intermediate to intermediate.

Outline:

Activate schoolchildren' awareness of the comparative and superlative by comparing three objects of your choice. For example, compare life in

the US, the country where you are teaching and another country of your choice.

Ask schoolchildren questions based on what you have told them.

Have schoolchildren pair up and ask them to complete the first exercise on the work sheet.

Based on their completion of the first task, ask students to give you the rules for the construction of the comparative form. You will probably have to point out that a three letter word following the CVC (consonant – vowel – consonant) form will double the final consonant. Example: big – bigger

Have students complete the second exercise on the work sheet.

Based on their completion of the second task, ask schoolchildren to give you the rules for the construction of the superlative form. Make sure that schoolchildren are aware of the similarities in construction between the two forms.

Have schoolchildren get into small groups of three to four and choose one of the topic headings for their group.

Ask groups to then decide on three objects in the topic area to compare and contrast verbally.

Have schoolchildren write five to ten sentences based on their conversation using the comparative and superlative forms. It might be useful to ask them to write a specific amount of both comparative and superlative sentences.

Comparatives and Superlatives

Exercise 1. Read the sentences below and then give the comparative form for each of the adjectives listed.

Tennis is a more difficult sport than Rugby.

I think John is happier now than a year ago.

Could you open the window, please? It's getting hotter in this room by the minute.

interesting _____

weak _____

funny _____

important _____

careful _____

big _____

small _____

polluted _____

boring _____

angry _____

Exercise 2. Read the sentences below and then give the superlative form for each of the adjectives listed.

New York has got to be the most exciting city in the world.

His biggest desire is to return home.

She is probably the angriest person I know.

interesting _____

weak _____

funny _____

important _____

careful _____

big _____

small _____

polluted _____

boring _____

angry _____

Exercise three: Choose one of the topics below and think of three examples from that topic – for example: Sports – football, basketball and surfing. Compare the three objects.

Cities

Sports

Writers

Films

Inventions

Вправа 15. Прочитайте план проведення уроку-дискусії для учнів старших класів середньої школи. Прокоментуйте його. Проведіть дискусію з учнями та проаналізуйте ваш урок.

Multinationals – Help or Hindrance?

This lesson plan is based on the idea that having students support opinions that are not necessarily their own during debates can help improve students fluency. In this manner, students pragmatically focus on correct production skills in conversation rather than striving to “win” the argument. For more information on this approach please see the following feature: Teaching Conversational Skills: Tips and Strategies.

Aim: Improve conversational skills when supporting a point of view.

Activity: Debate of pros and cons of multinational companies.

Level: Upper-intermediate to advanced.

Outline:

Review language used when expressing opinions, disagreeing, making comments on other person's point of view, etc. (See work sheet)

Write the name of some major multinational corporations on the board (i. e. Coca Cola, Nike, Nestle, etc.)

Ask students what their opinions of the corporations are. Do they hurt local economies? Do they help local economies? Do they bring about homogenisation of local cultures? Do they help promote peace internationally? Etc.

Based on students' responses, divide groups up into two groups. One group arguing for Multinationals, one group against Multinationals. Important: Make sure that groups are put into the group with the opposite opinion of what they seemed to believe in the warm-up conversation.

Give students worksheets including ideas pro and con. Have students develop arguments using the ideas on the worksheet as a springboard for further ideas and discussion.

Once students have prepared their opening arguments, begin with the debate. Each team has 5 minutes to present their principal ideas.

Have students prepare notes and make rebuttal to the expressed opinions.

While the debate is in progress, take notes on common errors made by the students.

At the end of debate, take time for a short focus on common mistakes. This is important, as students should not be too involved emotionally and therefore will be quite capable of recognizing language problems — as opposed to problems in beliefs!

Multinationals: Help or Hindrance?

You are going to debate the pros and cons of international multi nation corporations. It is important to remember that you have been placed in your group based on what seems to be the *opposite* of what you really think. Use the clues and ideas below to help you create an argument for your appointed point of view with your team members. Below you will find phrases and language helpful in expressing opinions, offering explanations and disagreeing.

Opinions, Preferences:

I think ..., In my opinion ..., I'd like to ..., I'd rather ..., I'd prefer ..., The way I see it ..., As far as I'm concerned ..., If it were up to me ..., I suppose ..., I suspect that ..., I'm pretty sure that ..., It is fairly certain that ..., I'm

convinced that ..., I honestly feel that, I strongly believe that ..., Without a doubt, ...

Disagreeing:

I don't think that ..., Don't you think it would be better ..., I don't agree, I'd prefer ..., Shouldn't we consider ..., But what about ..., I'm afraid I don't agree ..., Frankly, I doubt if ..., Let's face it, The truth of the matter is ..., The problem with your point of view is that ...

Giving Reasons and offering explanations: To start with, The reason why ..., That's why ..., For this reason ..., That's the reason why ..., Many people think ..., Considering ..., Allowing for the fact that ..., When you consider that ...

For Multinationals

Offers employment to local workers
Promotes peace internationally
Creates sense of community crossing international borders
Allows entire world to improve standard of living
Gives access to quality products regardless of location
Promotes economic stability
Raises standard of living for regions involved in production
Gives local economies new economic opportunities
Fact of life which needs to be accepted
Reflects global economy

Against Multinationals

Ruins local economies
Depletes local work forces by drawing to metro centres
Stifles cultural growth and expansion on local level
Provides little help with problems which are local in nature
Creates cultural homogenization
Too big, little interest in the individual
Gives political power to outside interests
Creates economic instability by being subject to the whims of the global economy
Replaces traditional values with materialistic values
Makes local economies subject to mass layoffs

Вправа 16. Прочитайте план проведення уроку для старших класів середньої школи, на якому учні навчаються писати короткі

нариси та оповідання. Прокоментуйте план уроку. Проведіть його та проаналізуйте.

Young Learner's Writing Workshop 1

Many young learners are required to write essays in English. While most of these students also write essays for other courses in their native language, they often feel hesitant when writing essays in English. This series of four lessons is designed to help schoolchildren become familiar with writing an essay in English. The first lesson is designed to give schoolchildren an overview of basic essay writing style. The final three lessons focus on developing skills that are used when analyzing texts as the basis of their essays.

Aim: Learning basic essay structure for young learners to use for text analysis.

Activity: Overview of basic essay structure presentation with students working together to develop an essay outline.

Level: Young Learners – upper intermediate.

Outline:

Choose a short story that your class is very familiar with, and about which they will surely have strong opinions.

In a brainstorming session, ask schoolchildren the following questions (you may want to have the students work on these questions in small groups and then review their answers as a class):

Who are the main characters of the story?

What are the main events of the story?

What roles do the main characters play in the main events of the story?

Is there a moral to the story? If yes, what do you think it is?

What did you learn from the story?

Make a list of the most commonly held opinions and answers relating to the story.

Give schoolchildren the short outline to writing an essay. Have them read through the outline and answer any questions they may have.

Ask schoolchildren to break up into small groups and, using the information from the brainstorming session, fill in the outline questionnaire.

Circulate around the class helping the groups come up with appropriate answers to the outline.

Make sure that each schoolchild has a copy of the work they produce as this outline will be used as the base of an essay in a future lesson.

An Introduction to Writing an Essay

Select the topic of your essay.

Choose the central idea, or thesis, of your essay. For example:

George Orwell's Animal Farm provides a fascinating allegory of life in a totalitarian society.

Outline your essay into introductory, body and summary paragraphs.

The introductory paragraph begins with an interesting sentence. For example:

The idyllic setting of life on the farm provides little clue of the harsh realities George Orwell portrays in Animal Farm.

After this first sentence, add your thesis statement from above.

Use one sentence to introduce every body paragraph to follow. For example:

Orwell's choice of pigs as the leaders of the farm can hardly be incidental.

Finish the introductory paragraph with a short summary or goal statement. For example:

George Orwell's Animal Farm fascinates the reader through its extreme contrast between the idyllic and brutally realistic.

In each of the body paragraphs (usually two or three) the ideas first presented in the introductory paragraph are developed.

Develop your body paragraphs by giving detailed information and examples. For example:

The struggle between the two leading pigs, Napoleon and Snowball, with its consequences felt by the population of the farm clearly illustrates how totalitarian leaders will put their own confrontations ahead of the population they are supposedly leading.

Body paragraphs should develop the central idea and finish with a summary of that idea. There should be at least two examples or facts in each body paragraph to support the central idea.

The summary paragraph summarizes your essay and is often a reverse of the introductory paragraph.

Begin the summary paragraph by quickly restating the principal ideas of your body paragraphs. For example:

Through the use of symbolism in the portrayal of characters, setting and style, George Orwell's Animal Farm delivers a harsh criticism of totalitarian society.

The penultimate sentence should restate your basic thesis of the essay. For example:

Animal Farm is a deceptively simple allegory presenting totalitarian society in all its grimmest aspects.

Your final statement can be a future prediction based on what you have shown in the essay. For example:

Considering the vast changes in the global political structure of the last twenty years, one can only hope that mankind has learned the lessons so elegantly told in George Orwell's Animal Farm.

Outline Questionnaire

This essay is about:

The essay is introduced by the following interesting statement:

This essay is introduced with the following idea:

The essay will illustrate the above idea by showing that:
(main point of paragraph 1)

This is shown by:

(main point of paragraph 2)

This is shown by:

(main point of paragraph 3)

This is shown by:

To summarize, this essay has shown that:

The lessons that can be learned are:

Вправа 17. Прочитайте план проведення уроку для старших класів середньої школи, на якому учні навчаються писати короткі нариси та оповідання. Прокоментуйте план уроку. Проведіть його та проаналізуйте.

Young Learner's Writing Workshop 2

Once schoolchildren have decided what they need to write about, they often have a hard time actually developing the material to include in the essay. For this reason, this lesson focuses on helping young learners discuss ideas about various characters which they can later use to help them write their essay. Schoolchildren develop these using an interview format with each student taking the role of one of the main characters from a short story or book. This exercise not only helps schoolchildren develop ideas for their essay, but it also encourages communication in the classroom and team work.

Aim: Developing character analysis for an essay.

Activity: Interview activity.

Level: Young Learners – upper intermediate.

Outline:

Choose a short story or book which will be the basis of individual essays, or essays written in small groups.

Put a list of the main characters on the board and have an equal number of students take the role of each of these characters.

Give schoolchildren the handout with interview questions to fill in. Students will need a while to finish the interview sheet (you might want to introduce this lesson over two lessons with students preparing the interview sheet for homework).

Create small groups of schoolchildren with one student per character. Have students interview each other about the questions, encourage the students to ask for further explanation.

Example:

– *What is your favorite hobby?*

- *Tennis.*
- *Why do you like tennis so much?*
- *I like the individual nature of the game.*

Have students take notes of other students' responses for a follow-up class session.

Do a class session talking about the variety of responses, write down a broad selection of answers to later photocopy and give to the students to be used as notes when writing an essay.

An Interview with Imagine Magazine

Answer the following questions imagining that you are a character from a short story or book you have read. Write what you think your character would say:

What kind of music do you like?

Are you married? If so, how long have you been married? Do you like being married? If you are single, do you like being single?

What is the best thing that has ever happened to you?

What is the worst thing that has ever happened to you?

Who is your favorite person? Why is he/she your favorite person?

Where do you like to go to relax? Why do you like to go there?

How would you describe yourself?

Do you have many friends? Why?

If you could be anything in the world, what would you like to be?

What hobbies do you have? Why do you like them?

What is the best thing about life?

What is the worst thing about life?

Why do you do what you do in life?

Do you believe in a God? What do you believe?

What would you like to change in the world?

Вправа 18. Прочитайте план проведення уроку для старших класів середньої школи, на якому учні навчаються писати короткі нариси та оповідання. Прокоментуйте план уроку. Проведіть його та проаналізуйте.

Young Learner's Writing Workshop 3

Schoolchildren now have a better understanding of the various characters in the short story or book. Students can now deepen their understanding of the work at hand by analyzing the most important

themes of the book and how the character would relate to those themes based on their previous work.

Aim: Using themes to deepen understanding of the chosen essay topic.

Activity: Using themes to relate to a story.

Level: Young Learners – upper intermediate.

Outline:

Choose a short story or book which will be the basis of individual essays, or essays written in small groups.

Put a list of the main characters on the board.

Give schoolchildren the handout with a number of themes that might be included in the source you are using as a basis for the essay.

Ask schoolchildren to choose five of the themes from the list. Students should then write down some ideas about how these themes affect a character of their choosing.

Get schoolchildren into small groups of students who have chosen the same character. Schoolchildren should discuss their choice of themes, answers and explain their reasoning to each other.

Do a class session talking about the variety of responses, write down a broad selection of answers to later photocopy and give to the schoolchildren to be used as notes when writing an essay.

Which Theme and Why?

Choose five of the themes from the list that you think is important to in your story. Choose one of the main characters and write down some ideas of how your character relates to each of the themes you choose:

Joy	Future	Crime	Jealousy	Beauty
Birth	Past	Death	Money	Ideals
Passion	Parents and Children	Happiness	Morality	Politics
Good	War	Wealth	Revenge	Indecision
Evil	Tragedy	Poverty	Influence	Greatness
Greed	Power	Power over People	Isolation	Weakness
God	Pride	Marriage	The Sea	?
Nature	Travel	Divorce	The Mountains	?
Danger	Life in the City	Love	The Desert	?
Suspense	Life in the Country	Hate	The Jungle	?

Вправа 19. Прочитайте поради щодо аналізу проведеного уроку та прокоментуйте їх. Які питання ще можна додати.

Questions to help you to analyze the lesson.

Anticipatory set.

Did the pupils know what was expected of them in terms of behavior?
 Did the teacher have difficulty getting the pupil's attention?
 Were all the materials and equipment for the lesson in place and ready to use?
 Did the teacher focus the pupil's attention on the lesson?
 Objective
 Was the intended outcome of the lesson clearly stated for the pupils?
 Were the pupils shown how the lesson related to previous learning or needs they have experienced?
 Instructional input.
 Did the teacher give the adequate explanation of the learning before the pupils were expected to put it into practice?
 What strategies did the teacher use to assist the pupils' understanding?
 Modeling
 Did the teacher model the objective for the pupils?
 Was the visual input accompanied by a verbal input?
 Checking for understanding.
 Did the teacher check regularly to make sure all pupils understood the lesson?
 What strategies did the teacher use to check for understanding?
 Guided practice
 Did the pupils practice the learning through some form of observable behaviour?
 Was the practice directly related to the objective?
 Did the teacher monitor each pupil's practice of the learning?
 Did the teacher reteach the objective when and where necessary?
 Independent practice
 Did the teacher assign practice based on the day's lesson?
 Closure
 How did the teacher end the lesson?
 How did it all come together for the pupils?
 How was it put together for the pupils?

Вправа 20. Прокоментуйте комунікативні стратегії, необхідні для поетапного вивчення іноземної мови. Зробіть свої зауваження.

У Загальноєвропейських рекомендаціях основна увага спрямована на комунікативні стратегії, які розглядаються як спосіб виконання комунікативних завдань. Прогрес у вивченні мови, як зазначено в ЗЄР, "виявляється з більшою очевидністю у здатності учня вико-

нувати безпосередньо мовленнєву діяльність та оперувати комунікативними стратегіями”. Перед вчителем відповідно стоїть завдання допомогти учням опанувати певні комунікативні стратегії, які б дозволили їм успішно здійснювати різні види комунікативної мовленнєвої діяльності: сприймання (рецептивні стратегії), продукування (продуктивні стратегії), інтеракцію (інтерактивні стратегії), медіацію (посередницькі стратегії).

Різноманітні види комунікативних стратегій, необхідні для поетапного здійснення зазначених у ЗЕР видів комунікативної діяльності, можна систематизувати у наступному вигляді:

Етап діяльності	Вид стратегії			
	Продуктивні стратегії (усне і письмове монологічне мовлення)	Рецептивні стратегії (аудіювання, читання)	Інтерактивні стратегії (усне і письмове діалогічне мовлення)	Посередницькі стратегії (усний і письмовий переклад, реферування, переказ)
1	2	3	4	5
Етап планування	Активізація внутрішніх ресурсів з можливою свідомою попередньою підготовкою Урахування особливостей аудиторії при виборі стилю, структури дискурсу, формулювань Підготовка допоміжних засобів При наявності необхідних засобів – розширення завдання Уточнення комунікативного наміру	Активізація лінгвістичних і загальнокультурних знань Імовірнісне передбачення організаційної структури та змісту інформації	Активізація можливих варіантів розгортання комунікативної взаємодії Визначення прогалів в поглядах і наявній інформації між співрозмовниками Планування своїх дій	Попередня організація та максималізація ресурсів Підбір опор Підготовка тематичного словника (глосарія) Урахування потреб співрозмовників Встановлення одиниці обсягу інтерпретованого матеріалу
Етап виконання	Використання стратегії ухиляння та компенсаторних стратегій: спрощення,	Ідентифікація отриманої лінгвістичної та екстралінгвістичної інформації	Передавання черги іншому учаснику взаємодії Міжособистісна співпраця для підтримання	Одночасна переробка отриманого обсягу інформації й спрямування уваги на наступний

1	2	3	4	5
	<p>наближене висловлювання, перефразування, описове формулювання, уподібнення рідної мови іноземній тощо</p> <p>Використання традиційних кліше</p> <p>Експериментування з мовними одиницями, в яких не зовсім впевнений</p>	<p>Виведення з отриманої інформації загального розуміння</p> <p>Побудова гіпотези стосовно комунікативного наміру контексту</p>	<p>комунікативної взаємодії</p> <p>Досягнення взаємного розуміння</p> <p>Апелювання до співрозмовника по допомогу</p>	<p>Занотовування можливих варіантів, еквівалентів</p> <p>Ліквідація прогалин</p>
Етап оцінювання результату	Моніторинг успішності висловлювання за допомогою виразу обличчя, жестів і дій слухача тощо	Перевірка гіпотези	<p>Моніторинг відповідності взаємодії першочерговому задуму</p> <p>Моніторинг результативності й успішності взаємодії</p>	<p>Перевірка смислової узгодженості оригінального варіанта й інтерпретації</p> <p>Перевірка адекватності використаних мовних засобів</p>
Етап корекції	Самокорекція	Повернення до початкового етапу з метою повторного перегляду гіпотез	<p>Надання чи запит роз'яснення на смислового чи лінгвістичному рівні</p> <p>Розв'язання непорозуміння</p> <p>Відновлення спілкування</p>	<p>Уточнення з використанням словників, тезаурусів</p> <p>Консультації з експертами, джерелами</p>

Вправа 21. Прокоментуйте труднощі вивчення англійської мови у середній школі, що були визначені українським освітянином О. Я. Коваленком. Прокоментуйте їх.

Процес навчання другої іноземної мови супроводжується певними труднощами.

Серед них найвагомішими є:

1) психологічні труднощі, зумовлені переходом до нового навчального предмету “друга іноземна мова”;

2) труднощі, пов'язані з впливом на процес навчання рідної та першої іноземної мови (міжмовна інтерференція);

3) труднощі, спричинені відмінністю у фонетичному, граматичному, орфографічному аспектах першої та другої іноземних мов тощо.

Шляхи подолання цих труднощів:

1) визначення форм роботи і способів активізації мовленнєвої діяльності відповідно до вікових особливостей учнів;

2) раціоналізація процесу навчання за рахунок використання вже набутого мовного і мовленнєвого досвіду у вивченні рідної та першої іноземної мови;

3) вибір оптимальної технології навчання, яка враховувала б взаємодію нового іншомовного механізму з механізмом рідної і першої іноземної мови;

4) послаблення впливу міжмовної інтерференції;

5) визначення спільного і схожого в рідній, першій і другій іноземних мовах у всіх видах мовленнєвої діяльності й у цьому зв'язку використання міжмовного переносу як важливого чинника раціоналізації навчального процесу.

Вправа 22. Прочитайте план проведення гри “Ice breaker game” для учнів старших класів середньої школи. Прокоментуйте його. Проведіть у своєму класі, опишіть ваші враження та проаналізуйте урок.

ICE BREAKER GAME

Although ice breakers can seem frivolous, they are an important first step to getting student buy-in. Unless a student is emotionally connected to school, they will lack motivation to learn. Fostering feelings of trust and acceptance is difficult, if not impossible, when students don't know each others' names. Here are a few icebreakers that you can use in your classroom.

Crossword Connection

This activity includes visual symbols of connection and self-introductions.

The teacher prints their name on the board leaving some space between each letter and tells the class something about herself. Then they pick a student to come to the board, tell something about themselves, and print their name crossing the teacher's as in a crossword puzzle. Students take turns telling something about themselves and adding their names.

Volunteers copy the completed puzzle as a poster. To save time, the puzzle could be written on paper taped to the board and left up in first draft form.

This activity can be extended by asking each student to write their name and a statement about themselves on a sheet of paper. The teacher can then use the statements as clues for a class-names crossword puzzle which can be made with crossword puzzle software.

Find Your Kind

This activity requires a handout containing questions and places for signatures. You are welcome to use mine.

Students answer the questions in ink to reduce answer changing later. When everyone is finished, students find others who have the same answers on any question and get their signatures under the answers they had in common.

Variation for mature students: One student stands up and says only his name. Other students introduce him by telling what they have learned about about him by checking for his name on their handout. (Use this with caution.)

New Friend Scavenger Hunt

This activity allows students to learn cool things about each other. Students find individuals who fit descriptions listed on the worksheet. The individual who gets the most matches wins!

TP Surprise

Students will know you are full of fun with this one.

The teacher welcomes students at the door while holding a roll of toilet paper. They instruct students to take as many sheets as they need refusing to explain the purpose. Once class begins, students are instructed to write one interesting thing about themselves on each sheet. When students are finished, they introduce themselves by reading their TP.

Variation: Students write one thing they hope or expect to learn in the course this year on each sheet.

Take A Stand

The purpose of this question is for students to get a feel about their peers' positions on various matters. Unless you make the survey aspect of the exercise clear, students may think it is ridiculous despite their enjoyment of the physical activity.

The teacher puts one long line of tape down the center of the room, pushing desks out of the way so that students can stand on either side of

the tape. The teacher reads statement with “either-or” answers such as, “I prefer night or day,” “Democrats or Republicans,” “lizards or snakes.” Statements can range from silly trivia to serious content.

After hearing each statement, students agreeing with the first response move to one side of the classroom and those agreeing with the second, to the other. Undecided or middle-of-the-roaders, straddle the line.

Birthday Lineup

Students are instructed to line themselves up around the perimeter of the room according to their birth date. The challenge is to do it without speaking or writing.

Jigsaw Search

Students especially enjoy the search aspect of this activity.

The teacher prepares construction paper jigsaw puzzle shapes of several different colors. The shape may be symbolic of a topic being introduced. These are cut as a jig saw puzzle with the number of pieces matching the desired group size from two to four.

The teacher allows students to select one puzzle piece from a container as they walk into the room. At the designated time, students search the room for peers who have puzzle pieces that fit theirs and then team up with those students to perform a task. Some interesting tasks might be introducing a partner, making a poster to define a concept, decorating puzzle pieces, and making a mobile. Having students print their names on both sides of their puzzle piece might facilitate name learning during the search activity. The names could be erased or crossed out if puzzle pieces are reused.

Note: If the number of puzzle pieces does not match the number of students in the room, some students will not have a complete group. Left over puzzle pieces can be placed on a table for students to check to see if their group will be short members. To avoid groups being short members you could use two-piece puzzles and participate with a student left out yourself.

Handout for your lesson

Name _____

Date _____ Period _____

1. Where were you born?	Answer	
Name	Name	Name
2. If you someone wanted to give you an unusual pet and promised to provide for its upkeep, what kind would you select?	Answer	
Name	Name	Name
3. If your house was on fire and you had time to recover only one inanimate object, what would you save?	Answer	
Name	Name	Name
4. What two qualities do you consider essential in a friend?	Answer	
Name	Name	Name
5. If you could change one rule that you must follow at home, what would it be?	Answer	
Name	Name	Name
6. What is the most difficult aspect about being a teenager?	Answer	
Name	Name	Name
7. What are the two most important qualities you would want in a boyfriend or a girlfriend?	Answer	
Name	Name	Name
8. Where do you think is the best place to go on a first date?	Answer	
Name	Name	Name

Вправа 23. Запропонуйте учням старших класів підготувати промову. Прокоментуйте теми промов, що користуються популярністю у середніх школах Великобританії.

Top 10 Themes for Speeches

From Melissa Kelly.

The key ingredient to an effective speech is to have a unifying theme throughout.

These topics can help you form interesting speeches that will keep the audience's attention.

1. The Importance of Setting Goals.
2. Taking Responsibility for Your Actions.
3. Using Mistakes to Build a Bright Future.
4. Finding Inspiration in the World Around You.
5. Never Giving Up on a Dream.
6. Creating a Personal Code to Live By.
7. The Golden Rule (Do Unto Others ...).
8. Never Forgetting Your Roots.
9. Focussing on the Important Things in Life.
10. Setting High Expectations.

Вправа 24. Запропонуйте учням старших класів підготувати промову та використати в ній наведені цитати відомих людей.

INSPIRATIONAL QUOTES FOR SPEECHES

Hopefully, these inspirational quotes will inspire you and those around you to achieve to the highest degree. Many of them provide an excellent basis for graduation and other speeches.

1. "Many of life's failures are people who did not realize how close they were to success when they gave up." (*Thomas Edison*)
2. "Hitch your wagon to a star." (*Ralph Waldo Emerson*)
3. "If you knew how much work went into it, you wouldn't call it genius." (*Michelangelo*)
4. "I know God will not give me anything I can't handle. I just wish that He didn't trust me so much." (*Mother Teresa*)
5. "If we did the things we are capable of, we would astound ourselves." (*Thomas Edison*)
6. "All our dreams can come true — if we have the courage to pursue them." (*Walt Disney*)

7. “Be who you are and say what you feel, because those who mind don’t matter and those who matter don’t mind.” (*Dr. Seuss*)
8. “Success is never final. Failure is never fatal. It is courage that counts.” (*Winston Churchill*)
9. “If you have built castles in the air, your work need not be lost; that is where they should be. Now put the foundations under them.” (*Henry David Thoreau*)
10. The future belongs to those who believe in the beauty of their dreams. (*Eleanor Roosevelt*)
11. “Whatever you can do, or dream you can, begin it. Boldness has genius, power, and magic in it.” (*Goethe*)
12. “What lies behind us and what lies before us are tiny matters compared to what lies within us.” (*Oliver Wendell Holmes*)
13. “Courage is doing what you’re afraid to do. There can be no courage unless you’re scared.” (Eddie Rickenbacker)
14. “Quit now, you’ll never make it. If you disregard this advice, you’ll be halfway there.” (*David Zucker*)
15. “There are only two ways to live your life. One is as though nothing is a miracle. The other is as though everything is a miracle.” (*Albert Einstein*)

Вправа 25. Запропонуйте учням старших класів прочитати та перевести наведену промову та підготувати власну промову.

SAMPLE SPEECH

Good Evening.

I am both honored and flattered to have been asked to speak for this wonderful occasion.

I congratulate each of you and your parents.

Your achievements in the realms of Scholarship, Leadership, Community Service, and Character are being honored here tonight by your induction into this prestigious society.

An honor such as this is a wonderful way for the school and community to recognize and celebrate the choices, and sometimes the sacrifices, you have made.

But I believe that what should make you and your parents the most proud is not the actual honor itself, but what you had to do to get it. As Ralph Waldo Emerson said, “The reward of a thing well done is to have done it.” Any recognition is just the icing on the cake, not to be expected but definitely to be enjoyed.

However, I challenge you not to rest on your laurels but to continue to strive towards even loftier goals.

The four requirements for membership in which you have excelled: scholarship, leadership, community service, and character were not chosen at random.

They are the core of a fulfilled and fulfilling life.

The most important thing to remember is that each of these characteristics are the sum of many individual decisions. They embody a positive attitude backed by purpose. The only way to achieve your purpose is to take small actions everyday. In the end, they all add up. My hope for you is that you will cultivate this attitude backed by purpose in your own life.

PAUSE

Scholarship is much more than just getting straight A's. It is a life-long love of learning. In the end it is a sum of small choices. Each time you decide you WANT to learn something, the experience will be so rewarding that the next time becomes easier.

Soon learning becomes a habit. At that point, your desire to learn makes getting A's easier while taking the focus off of grades. The knowledge can still be hard to gain, but knowing you've mastered a difficult subject is an awesome reward. Suddenly the world around you becomes richer, full of learning opportunities.

PAUSE

Leadership is not about being elected or appointed to an office. The office does not teach someone how to be a leader. Leadership is an attitude cultivated over time.

Are you one to stand up for what you believe in and 'face the music' even when that music happens to be unpleasant? Do you have a purpose and follow that purpose to get the ends you desire? Do you have a vision? These are all questions that true leaders answer in the affirmative. But how do you become a leader?

Each small decision you make takes you one step closer. Remember the goal is not to get power, but to get your vision and your purpose across. Leaders without visions can be likened to driving in a strange town without a road map: you are going to wind up somewhere, it just might not be in the best part of town.

PAUSE

Many see community service as a means to an end. Some might see it as a way to get service points while socializing, while others may view it as

an unfortunate (and often inconvenient) necessity of high school life. But is that true community service?

Once again true community service is an attitude. Are you doing it for the right reasons? I'm not saying there won't be Saturday mornings when you would rather sleep your heart out than paint your heart out.

What I'm talking about is that in the end, when it is all done, and you are once again well-rested, you can look back and realize that you did something worthwhile. That you helped your fellow man in some way. Remember as John Donne said, "No man is an island entire of himself."

PAUSE

Finally, character.

If there is any one thing that is evidenced by your daily choices it is your character.

I truly believe what Thomas Macaulay said, "The measure of a man's real character is what he would do if he knew he would never be found out."

What do you do when no one's around? The teacher steps out of the room for a moment while you are taking a test after school. You know exactly where in your notes the answer to question 23 is. Do you look? Minimal chance of being caught!

The answer to this question is the key to your true character.

For while being honest and honorable when others are watching is important, being true to yourself is tantamount.

And in the end, these private day-to-day decisions will eventually reveal your true character to the world.

PAUSE

All in all, are making the tough choices worth it?

Yes.

While it would be easier to slide through life without a purpose, without a code, it would not be fulfilling. Only by setting difficult goals and achieving them can we find true self-worth.

One final thing, each person's goals are different, and what comes easy to one may be difficult for another. Therefore, do not squash others' dreams. This is a surefire way to know that you aren't working towards fulfilling your own.

In conclusion, I congratulate you for this honor. You are truly the best of the best. Enjoy yourself, and remember as Mother Teresa said, "Life is a promise; fulfill it."

ТЕМИ РЕФЕРАТІВ

1. Уроки-вікторини. Рекомендації щодо їх проведення.
2. Уроки-дискусії. Рекомендації щодо їх проведення.
3. Ігри та їх використання на уроках англійської мови.
4. Аналіз уроку. Найголовніші проблеми аналізу.
5. Модульно-рейтингова система контролю.
6. Сучасні методи та підходи до навчання іноземних мов.
7. Використання матеріалів Internet на уроках.
8. Навчальні мовні ігри, їх види та використання.
9. Творчі уроки англійської мови у школі.
10. Лінгафонний кабінет і методика його використання.
11. Комп'ютерні навчальні програми з англійської мови.
12. Вільна тема.

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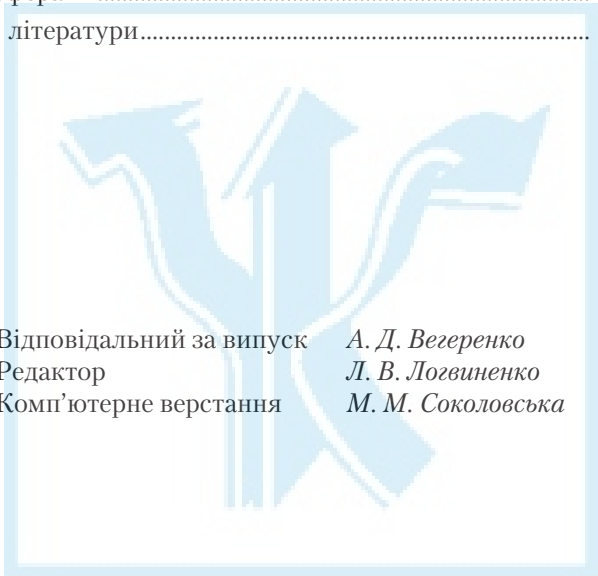
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