**Додаток 1**

**Акваріум**

 Питання для обговорення (вчитель може вибрати на свій розсуд чи запропонувати учням вибрати)

Form 11 ‘Education’.

1. Does school prepare young people for life?
2. Is testing a fair way to evaluate school leavers’ knowledge?
3. Should pupils wear school uniforms?
4. Your future profession: prestigious or something you like?
5. Should there be more optional subjects at school?

Form 9 ‘ Food’

1. Healthy diet. What is it?
2. Fast food. How harmful is it?
3. Is it important to be able to cook nowadays?

Form 11 ‘Cultural diversity’

1. Are we different or the same?
2. How do foreigners see us, Ukrainians?
3. Is it important to show your identity?
4. While in Rome do as Romans do.

Form 10 ‘Modern technologies’

1. Modern gadgets: useful or harmful?
2. I can’t use a computer. Weird?
3. What would happen if the internet disappeared?

**2 - 4 - всі разом, карусель (TEA PARTY)**

Form 3 «FOOD»

 I use it with my third grade students to practice expressing likes and dislikes in food and Present Simple structures (general, special questions, etc.). It’s better to use the activity in the second half of the lesson (it takes about twenty minutes) as it isn’t so high-impact and brings some relaxation. And I guess it’s the best to use it as a kind of summary on Present Simple and food.

The activity is divided into four stages (separate activities): interviewing, organizing the information, writing a report, reporting.

First you divide the class into pairs and ask them to interview each other. You may organize the interview like ‘Tea party’, that is seat pairs in two circles facing each other, give time to interview each other then one circle moves to change partners and so on. The interviewers are given special cards like the following:

Do you like ….?

How often do you eat ….?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | like | dislike | often | sometimes |
| Apples |  |  |  |  |
| Pizza  |  |  |  |  |
| Ice cream  |  |  |  |  |
| Soup  |  |  |  |  |
| Rice  |  |  |  |  |
| Vegetable salad |  |  |  |  |

The teacher instructs the interviewers to put ticks in appropriate columns according to the answers. After the interview is over, the next stage begins. The students work in pairs, they organize the information (count the number of people who like/dislike this or that food, etc.)

The next stage is working in groups of four, two pairs get together. Their task now is to choose a secretary to write a report on the information they have (e.g. Four people like apples. Three people don’t like apples. etc.) and the speaker who will present the information later.

Next, two or more groups read their reports; the other groups listen and compare.

For the homework children may do a similar task interviewing their relatives (mums, dads, brothers, sisters, grandparents). They may, as well, be asked to do only one stage, e.g. only writing or only interviewing.

You can adapt this kind of activity to different levels choosing the structures and the language you want to practice. For example, for quite small learners you can use the structure ‘Have you got ….?’ and the topic ‘toys’. Besides, the last two stages (writing and reading) may be changed, too. Students can make posters instead, and then present them (it’ll be a kind of project). I think this activity is useful and entertaining.

**Навчаючи - вчуся, ажурна пилка**

Цей вид роботи використовую на уроках, коли потрібно опрацювати великий об’єм матеріалу, в основному це краєзнавчий матеріал про англомовні країни, визначні місця, відомих людей. Наприклад, 8 клас , тема «Stonehenge». Домашні групи отримують такий матеріал:

**1. A place for burial**

Stonehenge may have originally been a cemetery for the elite, according to a new study. Bone fragments were first exhumed from the Stonehenge site more than a century ago, but archaeologists at the time thought the remains were unimportant and reburied them. Now, British researchers have re-exhumed more than 50,000 cremated bone fragments from where they were discarded, representing 63 separate individuals, from Stonehenge. Their analysis, presented on a BBC 4 documentary on March 10, reveals that the people buried at the site were men and women in equal proportions, with some children as well.

The burials occurred in about 3000 B.C., according to study researcher Mike Parker Pearson of the University College London Institute of Archaeology, and the very first stones were brought from Wales at that time to mark the graves. The archaeologists also found a mace head and a bowl possibly used to burn incense, suggesting the people buried in the graves may have been religious or political elite, according to [The Guardian newspaper](http://www.guardian.co.uk/science/2013/mar/09/archaeology-stonehenge-bones-burial-ground).

**2. A place for healing**

Another theory suggests that Stone Age people saw Stonehenge as a place with healing properties. In 2008, archaeologists Geoggrey Wainwright and Timothy Darvill reported that a large number of skeletons recovered from around Stonehenge showed signs of illness or injury. The archaeologists also reported discovering fragments of the Stonehenge bluestones — the first stones erected at the site — that had been chipped away by ancient people, perhaps to use as talismans for protective or healing purposes.

**3. A soundscape**

Or perhaps Stonehenge's circular construction was created to [mimic a sound illusion](http://www.livescience.com/18525-sound-illusion-stonehenge.html). That's the theory of Steven Waller, a researcher in archaeoacoustics. Waller says that if two pipers were to play their instruments in a field, a listener would notice a strange effect. In certain spots, the sound waves from the dual pipes would cancel each other out, creating quiet spots.

The stones of Stonehenge create a similar effect, except with stones, rather than competing sound waves, blocking sound, Waller reported in 2012 at the annual meeting of the American Association for the Advancement of Science. Legends associated with Stonehenge also reference pipers, Waller said, and prehistoric circles are traditionally known as "piper stones."

Waller's theory is speculative, but other researchers have confirmed that [Stonehenge had amazing acoustics](http://www.livescience.com/20044-stonehenge-acoustics.html). A study released in May 2012 found that the circle would have caused sound reverberations similar to those in a modern-day cathedral or concert hall.

**4. A celestial observatory**

No matter why it was built, Stonehenge may have been constructed with the sun in mind. One avenue connecting the monument with the nearby River Aven aligns with the sun on the winter solstice; archaeological evidence reveals that pigs were slaughtered at Stonehenge in December and January, suggesting possible celebrations or rituals at the monument around the winter solstice. The site also faces the summer solstice sunrise, and both summer and winter solstices are still celebrated there today.

**5. A team-building exercise**

Or perhaps Stonehenge was something like an ancient team-building exercise. According to the University College London's Pearson, the beginning of the site's construction coincides with a time of [increased unity](http://www.livescience.com/21125-stonehenge-theory-unity.html) among the Neolithic people of Britain. Perhaps inspired by the natural flow of the landscape, which seems to connect summer solstice sunrise and winter solstice sunset, these ancient people may have banded together to build the monument, Pearson suggested in June 2012.

"Stonehenge itself was a massive undertaking, requiring the labor of thousands to move stones from as far away as west Wales, shaping them and erecting them," he said in a statement. "Just the work itself, requiring everything literally to pull together, would have been an act of unification."

**Додаток 2**

**Ігри**

**Line up**

This activity is a bit like a game popular with Ukrainian children. Its name is ‘Line up’ as the children make two lines, one opposite the other. This kind of activity is quite easy as you don’t need any special equipment, materials or skills, just your desire, patience and energy. Besides it’s easy to adapt to different levels and learning material.

**How to set up the activity**

First the teacher divides the class into two groups which shouldn’t be larger than 6-7 children. If the class is quite big you can make three or four groups. The teacher can either give the students numbers, like ‘one’, ‘two’ or divide the class in any other way he/she likes. The two groups line up opposite each other. Before the activity the teacher indicates what language material is going to be trained. For example, if you use it with the 1st class, and you want to practice the structure ‘How old are you?’ So you tell the students which structure is going to be used. Then you tell which group is the first to start. All the students of this group, in chorus, ask one of the students of the second group: ‘How old are you? How old are you? How old are you, Sasha?’ The student whose name is mentioned should answer. If his answer is correct, his group asks. If he/she fails to answer, his or her group looses a point and the same group goes on asking. To avoid confusion it’s better when a group asks students from the other group one by one beginning from the right or left. The group which lost the fewest points wins.

**Why to use it?**

This activity fun and exciting . Besides, it’s an easy way to remember the things while playing. Students learn the structures spontaneously, without any effort, like in real life which is a great advantage especially for the youngest learners like 1st, 2nd classes. You can use this activity for any new structure you learn with your students, e.g. ‘Where do you live?’, ‘Where are you from?’ etc. Moreover, such kinds of activities are the best for 6-7 year olds as they can’t concentrate sitting at the desks for more than 10 minutes, they need some change, something active and energetic. They better learn the language through activities than by simple memorizing.

**Other ways**

You can also use pictures or objects while doing this activity. But in this case you choose one pupil to show the pictures or objects, he/she will stand somewhere aside, between the two lines. This way you’ll be able to practice different vocabulary and different structures like ‘What’s this?’ or ‘Is it a ….?’ or ‘Have you got …?’, ‘What colour is it?’ etc. This activity can be changed a little at the end: after a chorus practice students may have a kind of pair work, the lines walk past one another and now the students individually ask each other the questions they want. This way the teacher can see what structures the children are good at and which ones need further practice. So this activity can be used for both practicing new structures and reviewing the old ones.

**Hot seat**This is a good activity for revising vocabulary.

* First, split your class into different teams (two is best, but if you have a large class, any number could be used).
* Sit the students facing the board.
* Then take an empty chair - one for each team - and put it at the front of the class, facing the team members. These chairs are the 'hot seats'
* Then get one member from each team to come up and sit in that chair, so they are facing their team-mates and have their back to the board.
* As the teacher, have a list of vocabulary items that you want to use in this game.
* Take the first word from that list and write it clearly on the board.
* The aim of the game is for the students in the teams to describe that word, using synonyms, antonyms, definitions etc. to their team mate who is in the hot seat - that person can't see the word!
* The student in the hot seat listens to their team mates and tries to guess the word.
* The first hot seat student to say the word wins a point for their team.
* Then change the students over, with a new member of each team taking their place in their team's hot seat.
* Then write the next word…

This is a very lively activity and can be adapted to different class sizes. If you have many teams, perhaps some teams wait to play. Or if the team sizes are large, you can restrict how many team members do the describing. Have fun!

From: <http://www.teachingenglish.org.uk/TRY>

**HOW TO DEAL WITH DISCIPLINE PROBLEM**

1. Discipline is probably one of the most annoying problems in class especially with first year students. They are small and aren’t used to discipline, they like playing a lot and can’t concentrate for a long time. They talk whenever they want, they don’t control this. They speak every time they want to, and very often just to say something that is important to them at that moment but which is usually irrelevant and has nothing to do with the topic of the lesson. This is actually a very common problem of every teacher. And every time we try to teach kids discipline, we take efforts to make them listen and not to interrupt at least for some time.
2. To solve the problem, try **a fairy tale hero**. To begin with, introduce ‘a discipline toy’ the very first time you come to the class. Tell your students that this is a rabbit ‘Goodie’ (you can use a rabbit, but it can be any other toy you like) and explain why it is called ‘Goodie’. Tell them that once it was a naughty rabbit and didn’t like learning. When it went to the ‘rabbit school’, it didn’t listen to the teachers, it interrupted them, teased its friends, and caused disruptions at the lessons. But one day when it was enjoying itself in the forest, it fell in a trap because the rabbit didn’t know about the traps as it didn’t listen at the lessons and didn’t know that traps were dangerous. So it was caught in the trap and stayed there for the whole day, it got really scared and was weeping. Luckily its teacher was walking past, heard it and saved the poor rabbit. Then the teacher told the rabbit everything about the traps and more. The poor little animal understood its mistake and became ‘Goodie’ which means very nice, diligent and obedient. Then say that now the rabbit is in your class and it will always watch the kids at the lessons. At the end of each lesson it will give the most obedient students ‘Goodie’ labels. (You can make colourful labels with the image of ‘Goodie’ on them.) Put the rabbit on the teacher’s table so that everybody could see it.
3. During the lesson when there are some problems with discipline remind your kids about the ‘Goodie’ that it is looking at them. You may say ‘Nina, remember, Goodie is watching you.’ Or sometimes it’s enough to say only one word Goodie and kids know what is wrong and what they should do. At some moments students themselves may say to each other ‘Remember Goodie’. So instead of saying traditional ‘Don’t speak!’, ‘Stop talking!’ etc. which is often not very effective, you can use one word ‘Goodie’. It’s like some pass word, some secret word, it implies some magic and mystery, and children like magic and mysterious things.

**Buzz**

Buzz is a popular party game played in the UK. You can play it in your class.

Aim: to familiarise students with counting in English and English numbers.

No materials are needed.

Procedure

1. It is preferable to play this game in a large circle but if this is not possible, just make sure that students know the correct order, e.g. go from left to right across the classroom.
2. The first student starts at number one and says 'one'. The second says 'two' and so on. But if the number that the student says is a multiple of three or contains the number three then the student must say 'buzz' instead. A game in a class of seven students would look like this:
Student 1: One
Student 2: Two
Student 3: Buzz
Student 4: Four
Student 5: Five
Student 6: Buzz
Student 7: Seven
Student 1: Eight
Student 2: Buzz
Student 3: Ten
Student 4: Eleven
Student 5: Buzz
Student 6: Buzz
Student 7: Fourteen
3. When students become used to this game, make it harder by introducing a new rule. Every multiple of five and every number that contains five must be said as 'fizz'. Any number that is a multiple of three and five (e.g. fifteen) is 'fizz buzz'.

**TOUCH**

**SET–UP**Line up a set of flashcards on the board, or lay them on the floor at the front of the classroom. Divide the class into teams or play rounds one student against another.
**PLAY**
Call two students up to play. Line them up against the wall opposite the flashcards. Make sure there is a clear running space for the students. Now, say the name of one of the flashcards and then shout "Go!" The two students race to touch the correct flashcard. The first student to do so is the winner.

This game has endless **variations**. For example:
a) The students can crawl, hop, carry an egg on a spoon, or a balloon between their knees as they move toward the flashcards.
b) The students can point to the correct flashcard, point and identify the flashcard, or even point and make a sentence using the flashcard.
c) The flashcards can be on the board, on the floor, in a bag or box, upside down, or in the four corners of the classroom.

**HOT POTATO**

It’s good for teaching or reviewing any vocabulary or sentence patterns.

**SUMMARY**
Students sit in a circle passing round a ball or a soft toy. After a count of seven the passing stops and the child left holding the ball is "it."
**SET–UP**
Get your class to sit in a circle on the floor. If you have a very large class divide it into two circles. Give a ball, teddy bear, or soft toy, to one child in each circle.
**PLAY**Get the students to say the "Hot Potato" chant with you. It goes:
One potato, two potato, three potato, four.
Five potato, six potato, seven potato, more.
While you are saying this the students pass the ball round the circle. On the word "more" the passing stops. The student who has the ball in his or her hands is "it" and must stand and answer a question, identify a flashcard, etc. Some teachers send the children out of the circle to sit down when they are "it." We don't recommend this for young children classes.

**Додаток 3**

 **Проекти**

**Short Term**

1. **Designing a brochure for tourist about your town / village.**

**Level: Elementary & Secondary                                                        Age: 12 – 16 years**

**Time: One / Two week(s)**

**General Aims:** To produce a brochure for tourist and visitors to our town / village

**Language Aims:**

1. To develop four language skills and strategic competences by using interviewing techniques, collection data / information about people, places and economic indicators;

2. To learn to use appropriate vocabulary and structures specific to idea (a brochure);

**3.** To learn to write in a poster from the collected information**.**

**The Process:** Teacher has a brain storming discussion with the group about the idea / theme and asks learners to chalk out a plan of action for the project.  Learners plan and allocate work to each member of the group and collect required information. They work together to design the brochure based on the collected data. The collected information from various sources-interviews, photos of monuments, facts and figures about the village, etc. will now be scrutinised and shaped into a poster / brochure to present it to a visitor attractively. The brochure is made by the group using colourful ink, crayons, etc and the same is presented to the class.

**2.      Biographical profile of a person / personality in your area (secondary level)**

Students in group meet a person in their village / town and interview him / her to develop a profile of the person and write into a report.

**3.       Writing autobiographies (secondary, high)**

Each one in the group writes his / her autobiography and compile them to present to the class**.**

**4.      Quotable quotes (high)**

Students consult books, magazines and newspapers to collect quotes of great people and proverbs and compile them to theme / alphabetical order

**5.      Writing review of movies (secondary, high)**

Students watch some movies over a period of time and write review of them. They can also compare the reviews with the ones published in newspapers.

**6.       Book review (secondary? high)**

Students read books of their choice and write reviews of them. They can consult with the newspaper, magazine or journals to know how to write a review.

**7.      Collecting views and opinions of people on a particular issue or problem (different levels)**

Students take current issue or problem and ask for the opinion of people about the issue and report it with graphical representations.

**8.  Writing article to newspapers / magazines (high)**

Students write articles to newspapers / magazine on a current problem or issue. This could be done as individual as well as group activity. Teacher has to guide them well from thinking about the idea to getting the article published.

**9.  Develop and conduct quiz competition (high)**

Students in groups develop questions for quiz content in the school / class. They decide how to conduct the quiz, collect information/ ideas for quiz questions, design question and answer card for all questions, and then conduct the quiz competition. The process from the beginning to the end is to be written as a report.

**10.  Designing greeting cards for an occasion (different levels)**

This may be done as group or individual activity. Students design greeting cards for an occasion, Diwali, Pongal, New Year’s Eve, Christmas or such an occasion using the locally available resources and display for sale in school.

**11.  Conducting surveys and reporting them (different levels)**

**a.      Eating habits survey**

**b.      Pocket money survery**

**c.       Sleeping and play routine survey**

**d.      Study habits survey**

**e.      Person of the year survey**

**f.       Use of tobacco**

Students develop a questionnaire and contact people to collect information about the      habits they indent to survey. They write a report based on the data collected. The whole       process from developing questionnaire is reported

**12.  Planning a tour / trip (secondary, high)**

Students in group plan a tour or trip a tourist spot located nearby place. They collected the money required from each student, book the vehicle for travel, or book train ticket, book hotel / guest houses for stay, etc. and decide the places to visit. After the tour / trip they write a report.

**13.  Holidays and Festivals of the locale (secondary, high)**

Students in group do project about the festivals of the locale and report how people celebrate, the food eaten during the festival, dresses, rituals, purpose and reason for the festivals, etc.