

Ізмаїльський державний гуманітарний університет  
Кафедра романо-германської філології та методики навчання іноземних мов

## **ЗВІТНА ДОКУМЕНТАЦІЯ**

З виробничої (педагогічної) практики

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діяльності

014.09 Середня освіта (Інформатика)

Місце проходження практики: ЗАГАЛЬНООСВІТНЯ ШКОЛА № 6 І-ІІІ  
СТУПЕНІВ МІСТА ІЗМАЇЛ ОДЕСЬКОЇ ОБЛАСТІ.

Термін практики: 6 тижнів (16.11.20 - 28.12.20)

Оцінка \_\_\_\_\_

Керівник практики: Махова К.С.

м. Ізмаїл 2020 р.

## Індивідуальний план роботи студента-практиканта

№ п/п	Розділи та зміст роботи	Дата виконання
<b>I. Організаційна та ознайомча робота</b>		
1.	Настановча конференція з практики	16-17.11.20
2.	Бесіда з директором, завучем, заступником директора з виховної роботи, вчителями школи,	18-19.11.20
3.	Ознайомлення з місцем проходження практики	20-23.11.20
<b>II. Навчально – методична робота</b>		
1.	Складання індивідуального плану роботи	24-26.11.20
2.	Підготовка до проведення спостережень за навчально-виховним процесом. Підбір матеріалів відповідно до завдань практики	24-25.11.20
3.	Знайомство з методичною системою роботи вчителя-предметника: програмою, тематичним і поурочним плануванням, класним журналом, навчально-методичним комплексом	25.11.20
4.	Обговорення з вчителем теми, змісту, структури та методичного забезпечення для проведення занять.	26-30.11.20
5.	Підготовка методичного забезпечення, змісту, структури уроків для проведення	25.11.20 – 04.12.20
6.	Розробка інтерактивних завдань	07-09.12.20
7.	Аналіз занять	10-11.12.20
8.	Ознайомлення з матеріально-технічним та навчально-методичним забезпеченням	14-17.12.20
9.	Проведення занять	07.12.20 - 25.12.20
10.	Підготовка звіту	23-28.12.20

**Англійська мова**

**8 клас**

**Тема: Свята**

**Тип уроку: урок формування вмінь і навичок**

**Form 8**

**Topic: World Kindness Day**

**Aims:**

- to present vocabulary, functions and structures in the context of a text;
- to practice new vocabulary;
- to learn word-building (adjectives and nouns);
- to learn to talk about kindness;
- to listen for general meaning;
- to develop listening comprehension and communicative competence;

**Equipment:** a video “How to celebrate World Kindness Day”

(<https://www.youtube.com/watch?v=psCpBTq2Sm0>),

a video “The Man in the Queue”

(<https://www.youtube.com/watch?v=YBmaXMQUI60E>),

a poem (<https://learnenglishkids.britishcouncil.org/poems/try-be-kind>),

a presentation Power Point (16 slides),

[https://docs.google.com/presentation/d/1S0Kr0iPEt8xnd9r67mgj-](https://docs.google.com/presentation/d/1S0Kr0iPEt8xnd9r67mgj-EQPv_piNpIP/edit#slide=id.p1)

[EQPv\\_piNpIP/edit#slide=id.p1](https://docs.google.com/presentation/d/1S0Kr0iPEt8xnd9r67mgj-EQPv_piNpIP/edit#slide=id.p1)

posters and written tasks.

**PROCEDURE**

**1. Greeting**

T: Good morning pupils, nice to meet you.

Ps: Good morning, nice to meet you too.

T: How are you today?

Ps: I am fine, thanks. I'm great.

**2. Warmer**

T: -What day is it today?

Ps: - It is November, 13.

T: Today we have World Kindness Day. (Slide 1)

Video. How people celebrate this day in different countries.

### **3. The main part**

#### **1) Vocabulary work**

- Associations.

T: - Have you got any associations to the word «Kindness» (Slide 2)

Ps: - love, joy, smile, help, happiness.

T: - I completely agree.

- Parts of speech. Word-building.

T: Look at the screen. There are some words here. (Slide 3)

Divide the words into two groups (nouns and adjectives):

Kind, happy, kindness, polite, politeness, help, joyful, helpful, joy, attentive, good, honesty, goodness, honest, attentiveness.

T: What is the difference in word-building of these words?

So, you can build on your vocabulary and learn how to make new words.

We add suffixes after the base or stem of a word. The main purpose of a suffix is to show what class of word it is (e.g. noun or adjective). Pay attention to the suffixes and remember the words.

- Word-building. Negative prefixes. (Slide 4)

T: We use the negative prefixes un- / in- /im- /il- /ir-

There are some adjectives on the screen. Can you add the prefix to make up the words with negative meaning?

Kind

Pleasant

Happy

Fair

Polite

- Group work (Pupils take the cards with the word and join the group.)

Happy- happiness-unhappy

Kind-kindness-unkind

Pleasure-pleasant-unpleasant

Polite-impolite-politeness

Find the words, concerning with the topic “Kindness” as quickly as you can. (Slide 5)

s	m	i	l	e	h	c	h	l
j	o	y	g	n	j	a	t	a
h	e	l	p	o	l	r	t	u
y	g	n	h	h	o	e	o	g
f	i	f	p	i	v	i	b	h
g	o	o	d	n	e	s	s	h
h	a	p	p	i	n	e	s	s

## 2) Reading

Pre-reading activity.

T: Explain the meaning of highlighted words.

Match the parts of the sentences to make up the quotes: (Slide 6-10)

1. Kindness is the language which the **deaf** can hear and the **blind**
2. A warm smile is the universal
3. But remember...that a kind act can sometimes be as powerful
4. Always find **opportunities** to make someone smile, and to offer random acts
5. When you are kind to others, it not only changes you,
  - a. of kindness in everyday life.
  - b. it changes the world.
  - c. as a **sword**.
  - d. language of kindness.
  - e. can see.

**Keys:**

“Kindness is the language which the deaf can hear and the blind can see.” —Mark Twain

“A warm smile is the universal language of kindness.” —William Arthur Ward

“But remember...that a kind act can sometimes be as powerful as a sword.” —Rick Riordan

“Always find opportunities to make someone smile, and to offer random acts of kindness in everyday life.” —Roy Bennett

“When you are kind to others, it not only changes you, it changes the world.” —Harold Kushner

(<https://www.skipprichard.com/quotes-for-world-kindness-day/>)

### **3) Listening**

T: As you can see, a lot of things depend on people. Listen to the poem and complete the sentences with missing words. (Slide 11- 14)

(<https://learnenglishkids.britishcouncil.org/poems/try-be-kind>)

Try to be kind

It's good to share your toys and games  
With \_\_\_\_\_, even if you mind.  
But if you don't want to \_\_\_\_\_ today  
You should still try to be kind.

It's good to say \_\_\_\_\_ if you're wrong  
And you'll feel better, you'll find.  
But if you don't want to say sorry yet  
You should still try to be kind.

It's good to \_\_\_\_\_ when you feel hurt  
Even if someone's been unkind.  
But if you don't want to \_\_\_\_\_ yet  
You should still try to be kind.

It's hard to \_\_\_\_\_you're not doing well

Or you wish you could press rewind.

But the most \_\_\_\_\_ thing is this,

You should still try to be kind.

#### **4) Watching a video**

T: Now we are going to watch a video “The Man in the Queue”. What is the main idea of this video?

<https://www.youtube.com/watch?v=YBmaXMQI60E>

T: A simple act of caring creates an endless ripple....

That comes back to you.

How do you understand it?

#### **IV. Summing up**

T: Continue the sentences (Slide 15)

I can make a kind choice by....

saying nice words to my friends, helping others, picking up trash on the floor,  
feeding homeless pets...

I hope that you liked the lesson and you`ll have a good day.

(Sweets with wishes and you can take stickers with predictions on the blackboard).

**Англійська мова**

**8 клас**

**Тема. Здоровий спосіб життя**

**Тип уроку: урок формування вмінь і навичок**

**Form 8**

**Topic: Healthy lifestyle**

**Aims:**

- to speak about healthy lifestyle;
- to recognize lexical units connected with healthy lifestyle in reading, listening;
- to use the words of the topic “Healthy lifestyle” in speech;
- to work in pairs;
- to read and retell stories;
- to interview each other.

**Equipment:** a multimedia projector, a computer, a screen, cards, a book.

**PROCEDURE**

**1 Introduction**

**1) Greeting.**

Good afternoon children. I’m glad to see you today. How are you? Did you do morning exercises today? What did you have for breakfast? Is this food healthy?

(the pupils’ answers)

As you see we are going to speak today about “Healthy Lifestyle”.

We’ll learn some new words. Read and retell some stories. We’ll watch the film about British food and do some exercises.

**2) Warming – up activity.**

a) Look at the blackboard : **An apple a day keeps the doctor away.**

Do you agree with this proverb? What can you say about it?

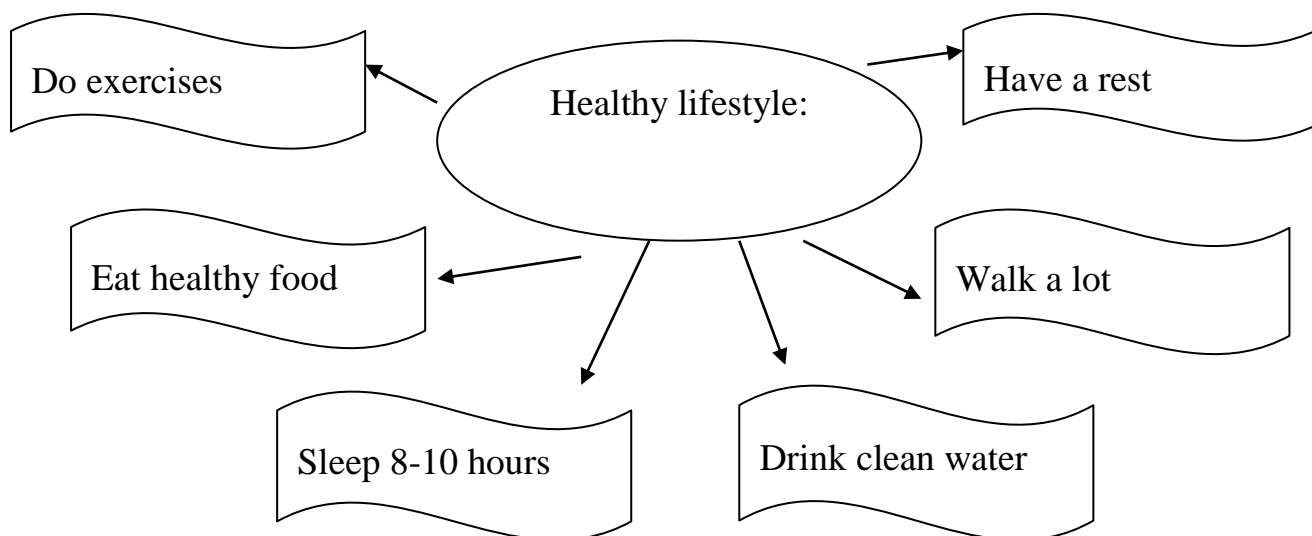
**P.** We must eat fruit every day and be healthy.

b) **Mind map**



**T.** What does it mean to have a healthy life?

Tell the words or expressions



Look at the mind map and say how often do you do these?

**P1** – I do exercises every day.

**P2** – As for me, I eat healthy food.

**P3** – I usually drink clean water.

**P4** – Sometimes I sleep 8 hours.

**P5** – I walk a lot with my friend every day.

## **2 The main part of the lesson.**

### **1) Speaking.**

**T.** During the last lesson we have read about Peter's Lifestyle and you have prepared the questions. Open you books at page 64. We'll check this exercise.

**P1** Ask your questions to your friends.

(pupil asks questions)

- 1) What does Pete like eating?
- 2) What time did he go to bed last night?
- 3) How often does he go swimming?

- 4) When does he watch TV?
- 5) What kind of life does he have?

**T.** As you see there are many ways to be healthy. You have prepared some information about things that are good for our health.

Let's listen.

**P1** Drink clean fresh water. Drink at least eight glasses of water every day. Limit soda and caffeine drinks. It is important to eat green and orange vegetables and fruit every day. Fresh vegetables and fresh fruit like bananas and oranges and tomatoes or carrots are the best.

**P2** Get plenty of rest and sleep. Children need about eight or ten hours of sleep each night. Make time for you self. Walk in the fresh air. Read and listen to soft music.

**P3** Sport helps people to keep in good health. Walking, running, swimming, cycling, are the best kinds of sport. We must do morning exercises regularly. Don't drink alcohol and don't smoke. It is harmful to the body.

**P4** Eating healthy food and regular exercising improves your health. People who eat healthy food feel and look better. They have fewer medical problems and miss less days from work or school.

**P5** Low – fat meat like turkey and chicken, different kinds of fish or seafood are very useful.

## **2) Group work**

**T.** Let's divided into 4 groups. I'll give you some cards. These children don't lead a healthy life. Read, think, and write the advice how to make their life more healthy.

a) Robert doesn't lead a healthy life. He doesn't like sport. He goes to bed very late. In his free time he watches a lot of TV.

**(The advice:** You must do exercises and go in for sport. Go to bed not so late. In your free time it is better to go out with friends. Listen to music or read books).

b) Mark leads quite a healthy life. He likes eating healthy food. He eats some fruit of green vegetables every day. But he usually sleeps 5 hours per night. He doesn't like sport – he is not very good at it. But he walks to school every day.

(**The advice:** Mark must sleep 8-9 hours per night. He must go in for sports because sport helps people to keep fit).

c) Ann leads quite a healthy life. She eats quite a lot of fruit – but she doesn't like vegetables. She eats chocolate and sweets three or four times a day.

(**The advice:** Vegetables are very important. Eat chocolate and sweets two or three times a week).

d) Paula doesn't have a healthy life. She loves junk food – crisps, burgers and chips, hot dogs and biscuits – but she knows it isn't good for her.

(**The advice:** Junk food is an unhealthy food. It is important to eat green and orange vegetables and fruit every day.)

### **3) Watching and Listening.**

**T.** As you said one of the ways of healthy life is eating healthy food. Do you know anything about food in Britain?

We'll watch the film about it and will do some exercises.

#### **Before watching.**

**T.** Learn the new words:

Convenience food – напівфабрикати

Roast beef - запечена яловичина

Cod – тріска

Vinegar – оцет

What do British people have for breakfast, for lunch, for dinner?

#### **Watching a film.**

After watching.

**T.** What do British people have **for breakfast**? (milk and cereal, toast with jam or marmalade, fruit juice, tea or coffee, bacon, egg, sausage, tomato, fried bread).

**For lunch:** (a sandwich or a snack)

**For dinner:** (meat or fish, vegetables, pizza, pasta).

**T.** What do British teenagers like and dislike eating?

Match the pictures and read.

Pupils' answers:

A – I really like ice cream.

I like bacon but I don't like onions.

B – I like chips and cheeseburgers.

I hate sausages.

C – I am a vegetarian so I don't eat any meat or fish.

D – I love chocolate. I don't like pasta and vegetables.

E – I like salad because I'm a vegetarian.

F – I especially like pasta with loads of cheese on top.

**T.** What about you? What do you like eating? What do you dislike eating and why?

- I like eating..... Because.....

- I don't like eating.....

#### **4) Relaxation**

I want you to answer the questions. "How fit are you?" and calculate your score.

1. How often do you eat fruit or green vegetables?

Always – 3    sometimes – 2    never – 1

2. Do you go for a walk in fresh air?

Always – 3    sometimes – 2    never – 1

3. Do you do morning exercises?

Always – 3    sometimes – 2    never – 1

4. How often do you work 10 hours a day?

Always – 3    sometimes – 2    never – 1

5. Do you smoke cigarettes?

Always – 3    sometimes – 2    never – 1

6. How often do you have a breakfast?

Always – 3   sometimes – 2   never – 1

7. Do you sleep eight hours a night?

Always – 3   sometimes – 2   never – 1

Who has:

18-21 scores: You are very fit and healthy. You will live to 100 years old.

13-17 scores: You have quite a healthy lifestyle. You could still improve and be fitter.

7-12 scores: You aren't very fit. You must think about a different lifestyle.

### **3 Summing up.**

#### **1) Evaluation**

#### **2) Home assignment.**

**T.** Your home assignment is to make up a healthy diet and your recommendations how to keep fit.

**Англійська мова**

**8 клас**

**Тема: Засоби Масової Інформації**

**Тип уроку: урок формування вмінь і навичок**

**Form 8**

**Topic: Mass Media**

**Aims:**

- Enrich students' knowledge on the topic «Mass Media»;
- Develop learners' skills of intensive reading ;
- Practice listening and writing skills;
- Develop students' cognitive and creative skills.

**Learning outcomes:**

By the end of the lesson learners will be able to:

- Use words and expressions related to the topic «Mass Media» in speaking;
- Answer true-false questions about Mass Media;
- Talk about advantages and disadvantages of watching TV;
- Discuss the problem of advertising on TV and radio;
- Perform an information gap activity.

## **PROCEDURE**

### **I. *Introduction***

#### **1. Greeting**

T: Good morning students! Glad to see you. I'm sure everybody is all right. Let's make our lesson interesting and useful.

#### **2. Warming up**

T. Finish my sentence and repeat it completely:

1. I like watching...
2. My mother's favourite TV programme is...
3. I watch TV...
4. Have you ever listened to ..?
5. The popular magazines for teenagers are...
6. Sometimes I read a ...
7. My friends like watching films about...
8. "The Times" is a very popular newspaper in ...

So, as you guess the topic of our lesson is « Mass-Media».

As we know, the 21st century is considered as an information age. People are united into one global community with the help of the mass media. They can learn about what is happening in the world very fast using the new technologies.

Today we are going to speak about mass media. Because they actually rule the world and play a very important part in our lives.

### **II. Main part of the lesson**

#### **1. Speaking**

T. How do you understand the word “mass media”?

T. The mass media consists of Publishing, Audio Recording, Broadcasting, Films and Digital Media.

What do you know about publishing?

S. Publishing is divided into magazines, books and newspapers. Magazines are one of the basic mass media. You can choose any magazine according to your interests. There are many kinds of them: about sports, cookery, fashion, cars, nature, fishing.

T: The ancient mass media are books, do you agree with me?

S: As I know many years ago books were written by hand. Ivan Fedorov began to print books in Russia in the 15th century. Printing opened the new world of thoughts and knowledge that changed the lives of millions everywhere. Now we have a lot of books in libraries, in shops and at home. There are many kinds of books: novels, poems, dictionaries, encyclopedias, adventures, thrillers, detective stories, horror stories, science fiction and etc. Many of them are interesting, appealing and creative. They make people laugh, think, and invent new things.

T. What do you think about newspapers? Are they important nowadays?

S. Yes, they are. All the newspapers can be divided into two groups: quality (broadsheet) papers and popular (tabloid) papers.

T. What does Audio Recording consist of?

S: As I know it includes CDs, records, cartridges, tapes and cassettes.



T: And the next question for you is about Digital Media. What is it?

S: It contains Mobile Phones, the Internet and Satellites. It's true that the Internet has recently become another important source of information. Its main advantage is that news appears on the screen as soon as things happen in real life and you don't have to wait for news time on TV.

T: Thanks. And how about Broadcasting?

S: I think that Radio and Television are the most popular and favourite ones for all people.

## **2. Guessing the word**

I have several types of mass media. Listen to the definition of the word and guess what it is.

Your task is to match the words and their definitions:

- Television    5
- Newspaper   1
- Tabloid       3
- The Internet   4
- Radio          2

1. a paper printed and sold usually daily or weekly with large pages, serious news, etc.;

2. the process of sending and receiving messages through the air; broadcasting programmes for people to listen to;

3. a newspaper with rather small pages, many pictures and advertisement;

4. a way to communicate with your partner who might be a thousand miles away using the computer (e-mails).
5. broadcasting programmes (the news, plays, advertisements, shows, etc.) for people to watch on their television sets;

### **3. Reading**

#### **a) Pre- reading**

T: Now TV is one of the most important mass media. We can hardly imagine our life without TV. I think you know much about TV. Prove it answering my questions.

*Answer the questions.*

- What is your favourite TV channel?
- How often do you usually watch TV?
- When do you usually watch TV?
- What are your favourite programmes?

T: You have a lot of favourite programmes. So, the next task is to match each type of programme on the left with the correct item on the right.

*Matching:*

- |                 |                                |
|-----------------|--------------------------------|
| a) nature films | 1) football, boxing, swimming  |
| b) quiz shows   | 2) life of different countries |

- |                           |  |
|---------------------------|--|
| c) news                   | 3) people try to win prizes by answering questions |
| d) soap operas            | 4) advertisements for products                     |
| e) commercials            | 5) animals, fish, birds, plants, flowers           |
| f) travel films           | 6) information about what's happening in the world |
| g) comedies               | 7) jokes and funny situations                      |
| h) sport                  | 8) information for students                        |
| i) educational programmes | 9) story of the daily life of a family             |

T: Do you know that TV has some advantages and disadvantages? Let's read the text and discuss the positive and negative sides of TV.

*Presentation of the new vocabulary:*

T. First of all, let's work with the list of words, try to understand them.

advantages and disadvantages

to keep people informed	(інформувати)
to provide	(забезпечувати)
to be very harmful for eyes	(бути шкідливим для очей)
violent programmes	
to make people violent	(робити людей жорстокими)
violence	(насилля, жорстокість)
a vital problem	(життєво необхідна проблема)
advertisement	(реклама)
to become TV-addicted	(ставати залежним від телевізора)

T. Before reading, answer the question “Do you agree that TV has positive and negative sides? What sides are predominant to your mind?”

### Advantages and disadvantages of TV

Watching TV, you know, is the perfect way to spend our free time. Do you agree? Or maybe you don't? It's a well known fact that TV has good and bad sides.

First of all it keeps people informed; we can learn a lot of information watching TV. We can choose programmes that appeal to us more, because TV provides programmes for all interests. Sometimes with the help of TV we can relax, entertain ourselves, especially when we are tired.

Advertisement on TV gives us information about different products, and it makes it easier to choose things to buy. When we watch TV we learn something new about the world, famous people and recent news.

But, on the other hand, TV has a lot of disadvantages. It takes a lot of time and it makes us lazy. Besides, it's very harmful for our health, especially for our eyes. Some violent programmes and films on TV make people violent. Violence becomes a vital problem in our days.

There is too much advertisement on TV. Sometimes it can encourage us to buy things we don't need at all. Watching TV takes all free time from almost all people. We just watch it, not concentrate, and waste time.

So, we can't say exactly whether it's useful to watch TV or not, as TV has its advantages and disadvantages.

Millions people in the world spend hours watching TV every day... But what for? Do people really think it's the best way to spend time?

Many people become TV-addicted and it's really a problem of our time. But the fact is that "so many people, so many minds!" And what do you think?

c) Post – reading.

*Comprehension test:*

T: Make up the table, using facts from the text

(it's better to divide the class into two groups, the first one has to find the advantages of watching TV, the second one has to find the disadvantages of watching TV)

Try to express the main idea of the text in several sentences.

### advantages of watching TV

1. it keeps people informed
2. we can learn a lot of information
3. TV provides programmes for all interest

4. we can relax, entertain ourselves

5. we learn something new about the world, famous people and recent news

6. TV gives us information about different products

### disadvantages of watching TV

1.it takes a lot of time

2.it makes us lazy

3.some violent programmes and films on TV make people violent

4. advertisement on TV can encourage us to buy things we don't need

5. TV takes all free time

6. it's very harmful for our health

## 4. Writing

T. Write the TV programmes from the box in order of their importance for you. The first one is the programme you enjoy most of all, the last one is the programme you like least of all.

Comedies, cartoons, action films, talk shows, soaps, science fiction films, adventure films, new programmes, thrillers, educational programmes, game shows.

## **5. Listening**

### **a) Pre – listening**

T: What do you know about British Mass Media?

1. The population of Britain is 59 million. How many people do you think read a newspaper every day?
2. How many British newspapers do you know?
3. Do you know the names of any British television stations?

### **b) While – listening**

*True or false*

1. The British love their newspapers.
2. The 2 most popular daily newspapers are tabloids.
3. The Sun and The Mirror are broadsheets or quality papers.
4. Tabloids have very much serious news.
5. Many people read their newspapers online.
6. The British don't listen to the news on the radio.
7. The BBC is one of the biggest broadcasting corporation.
8. The BBC is commercial. There is advertising during their programmes.

9. The commercial TV channels are ITV (Independent Television), Channel 4 and Channel 5.
10. Many British children have a television in their bedroom.

c) Post – listening

Discuss the question

What TV programmes do British children like watching?

**6. Speaking.**

*Filling gaps:*

Write what you think about the following programmes –

How to Become a Millionaire?

Hidden Camera;

Risk Factor;

BBC – the Wildlife. (The expressions in the blocks can help you.)

I like watching... very much...
I enjoy watching ... very much
I can't say that I like watching ... very much ...
I hate watching ...

... because it helps me relax.
--------------------------------



... because I can get the information useful for my studies.
... because it's not very intelligent.
... as it is very exciting to watch.
... because sometimes you can see curious things there.

I try never to miss it when it is on.
I turn off the TV immediately.
I watch it only when I have absolutely nothing to do.

Example: I can't say that I like watching Hidden Camera very much because it's not very intelligent. I watch it only when I have absolutely nothing to do.

## 7. Discussing the problem

T.: At present there is a lot of advertising on TV and radio. The film you are watching on TV may be interrupted several times by a call to use a new perfume or drink, a certain coffee. The same advertisements are repeated several times every day and it bores the viewers.

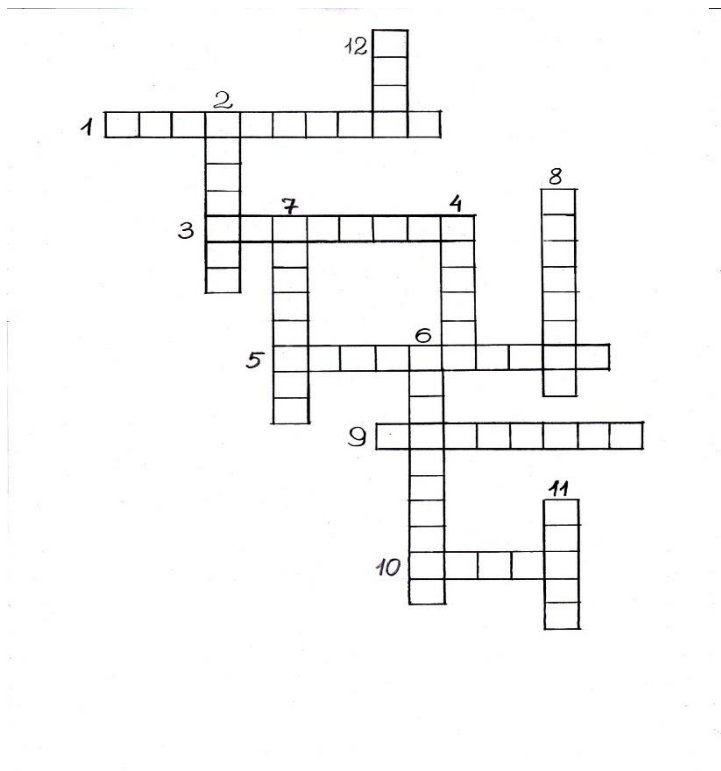
What is your attitude to advertisements?

## III. Summarizing.

### 1. Doing a crossword

T: Do the crossword using the words from the presentation.

- 1) These people put themselves in dangerous situations. (journalists)
- 2) It is a special world full of adventures and joy. (reading)
- 3) A way to communicate with your partner who might be a thousand miles away using the computer. (e-mail) (The Internet)
- 4) The name of the oldest and serious British Newspaper. (The Times)
- 5) There is much advertisement there. (television)
- 6) It is a book that gives the words of a language in an alphabetical order.  
(vocabulary)
- 7) It is a kind of a newspaper with rather small pages, many pictures and little serious news. (tabloid)
- 8) The man who printed the first Russian book. (Fyodorov)
- 9) It is a source of information where we can find facts about professions.  
(magazine)
- 10) It was invented by Popov. (radio)
- 11) They are the most ancient media. (books)
- 12) It may be national and local. (news)



## 2. Evaluation

## 3. Homework

What advantages and disadvantages does the Internet have?

Your task is to make a presentation to prove your opinion.

**Англійська мова**

**9 клас**

**Тема: Світ професій**

**Тип уроку: урок закріплення знань , умінь та навичок**

**Form 9**

**Topic: World of professions**

**Aims:**

- to help pupils to develop their vocabulary by active usage of the words given,
- to provide opportunities for developing pupils speaking and writing skills,
- to develop pupils' logical thinking, creative abilities, imagination.

**Equipment:** pictures

**PROCEDURE**

**1. INTRODUCTION. GREETING.**

T. At today's lesson we will speak about people around and about people's professions, the features of the characters the person must have to succeed.

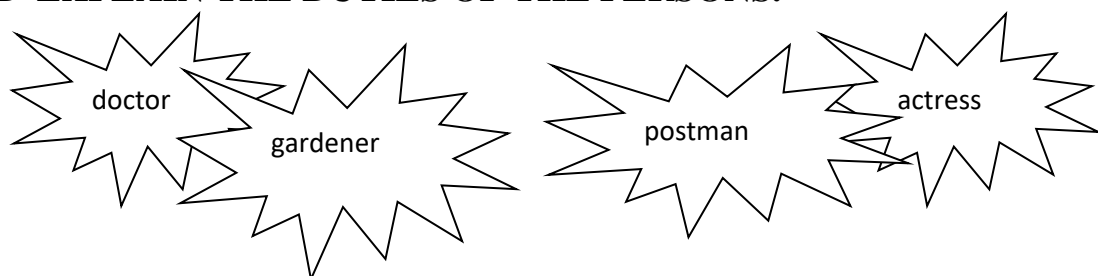
**2. WARMING UP.**

**2.A Guess their job.**

- He or she serves the customers at the restaurant.
- His job is to stop the fire burning.
- He or she advises people about laws or represents them in a court.
- His or her job is to write about news, events for a newspaper.
- His job is to repair electrical wires and equipment.
- He or she sells different things.

Key: (A waiter or a waitress, a fireman, a lawyer ,a reporter, an electrician, a shop-assistant.)

**2.B EXPLAIN THE DUTIES OF THE PERSONS.**



( Pupils' answers)

2.C Read the names of the jobs on the blackboard and sort them according to one of the following principles.

*Work with people—*

*Work with things –*

*Job demanding a special uniform-*

*Job demanding a higher education-*

*Job which gives a high salary and social prestige-*

**JOBS . A doctor ,a teacher. A librarian, a farmer, a writer, a pilot, an engineer, a nurse, a singer, a lawyer, a postman, a driver, a shop-assistant, a police officer, a fireman, a barber, a surgeon, a psychologist, a cooker, a sailor, a mechanic.**

### **3.WRITING PRACTICE.**

*T. Here is a list of adjectives describing qualities certain professions need. Read the sentences and fill in the correct adjective.*

**ADJECTIVES:** a) persuasive, b) brave, c) creative, d) patient, e) polite, f) intelligent, g) accurate, h) fair, I ) friendly

1. Salespeople need to be... **to get people to buy their products.**
2. A scientist has to be ... **in order to understand complex theories.**
3. Receptionists should be ... **in order to make people feel welcome.**
4. Surgeons must be ... **as they should not make mistakes in their work.**
5. A shop assistant has to be ... **even when dealing with rude customers.**
6. Lifeguards have to be ... **as they often find themselves in dangerous situations.**
7. Teachers need to be ... **as students sometimes take a long time to learn things.**
8. Judges should be ... **and give all the evidence equal consideration.**
9. Fashion designers should be ... **so that they can come up with new designs.**

**KEY: 1-a, 2-f, 3-i, 4-g, 5-e, 6-b, 7-d, 8-h, 9-c.**

### **4. COMMUNICATIVE ACTIVITIES.**

**4.A. Look at the list of occupations. Give at least three reasons why you would prefer these jobs/professions or you would not prefer them. ( Pupils' answers)**

**E.G. : I'd not prefer to become a journalist. This job sometimes does more harm than good. It involves meeting too many people. The people are different. It needs too much writing. You need to travel much.**

**The list of jobs:** *A lawyer, a doctor, a fireman, a police officer, a farmer, a hairdresser, an electrician, an actor, a clown, a singer, a postman, a lifeguard, a judge, a designer, a top model ,an accountant.*

**4.B . Explain your opinion. ( Pupils' answers)**

Look at the list of the jobs and answer the questions.

- Which is the most interesting job?
- Which is the most boring job?
- Which is the most useful to society?
- Which is the best paid job?
- Which is the most dangerous job?
- Which is the most difficult job?

## **5. READING AND DISCUSSING.**

T. Would you agree that there are men's professions and women's professions? Do you think women are too weak to take up some professions? Take, for instance, women –police officers or geologists or bodyguards. Here are some opinions. Whose opinions do you share and where do you have to disagree?

### **THE TEXT TO READ.**

Women can be in the police force only in the desk job. It is wrong to send them into violent situations out on the streets. If a woman expects to have a career in the police she must think of herself as an officer first and woman second. She must do everything a man does even if it's dangerous. We need women officer out on the streets. Women know how to talk to people to calm situations. There will be less violence and

confrontation if more women work in the police. Women police officers make work more difficult for men. Male police officers have to think not only about fighting crime but also about defending women police officer.

( Pupils' answers)

## 6.SUMMING UP.

T. We spoke much about different professions and now you must say one or two sentences to support one of the professions you want.

EXAMPLE:

ST.1 Doctors are important because they treat people.

ST.2 Architects are important because they create building and towns.

HOMETASK: To write 100 words on the topic. “ I’m going to be a ... “ describing your favourite profession.

**Англійська мова**

**6 клас**

**Тема. Різдво.**

**Тип уроку: урок формування вмінь і навичок**

**Form 6**

**Topic: Christmas**

**Aimes:**

- to read about Christmas
- to work in a team and in pairs
- to learn more about Christmas
- to speak about Christmas traditions

**Equipment:** handouts, pictures, a tape-recorder, a DVD film

**PROCEDURE**

**1. Greeting.** Good morning, pupils! Glad to see you today.

Today's day, a happy day

We are glad and very gay

We all ready work and play

Welcome, welcome holiday.

**2. WARMING UP** The year is a long time. Many things happen. You learn something new going to school, each day changes your life. Seasons come one by one. Each has its special charm. But there is one the richest in holidays and celebrations.

Winter is coming, winter is charming

Winter is the best of all

Snowflakes dance, snowflakes fall

Winter brings the holidays in

When winter comes they will begin.



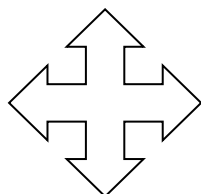
Winter is a fascinating season, full of magic. Why do we like it? Try to complete the scheme on the blackboard.

Celebrate holidays

have parties

enjoy fun on the snow

Decorate a fire- tree



get presents

Make fireworks

visit relatives

go to church

So, today our lesson will be dedicated to Christmas. It's so popular among children and adults in our country and all over the world. I'd like to introduce the epigraph of the lesson:

It's Christmas time ...Songs that rhyme, twinkling lights, festive sights, presents, trees, shopping spree, many happy memories!

What do you know about this feast? Here are the cards for you. Put a tick next to the right answer.

### ***Christmas Card***

- |                 |   |
|-----------------|---|
| Christmas is... | <ul style="list-style-type: none"><li>- A day when Jesus Christ was born</li><li>- A time when you can sing carols</li><li>- A holiday when people bless baskets of food</li><li>- A day when housewives prepare traditional dishes</li><li>- A season when you have fun on the snow</li><li>- A time when you get presents</li><li>- A feast when you can see "verteps" in the streets</li></ul> |
|-----------------|---|

### **3 WORKING WITH THE SONG**

So, Christmas time is connected with singing carols. I suggest listening to the song prepared by your classmate.

Now you have to work in pairs and fill in the gaps with words.

Song « Holy Night »

Silent night, holy ...

All is calm, all is ...

Round you Virgin mother and ...

Holy Infant so tender and mild ...

... in heavenly peace ( 2 )

Silent night, holy ...

Shepherds first ... the light

Heard resounding clear and long

Far and near the ... ...

... the Saviour is here ( 2 )

Silent night, holy ...

Son of ..., oh how bright,

... is smiling from Thy ...

Peals for us the hour of grace.

Christ the Saviour ... ( 2 )

Night, bright, child, sleep, saw, angel, song, Christ, God, love, face, is born

Let's check our answers. What is the song about? Who was born on Holy Night?

#### 4. GROUP WORK, GAME

You know that every country has its Christmas traditions. You've prepared some information. Let's make 2 groups- the Ukrainians (the 1st desk) and the English (the 2nd desk). Take your places, be ready to ask and answer the questions. Thank you for well-done projects. If your answer is right, the team will get a point (Santa).

Ukrainians	The British
1. When do we celebrate Christmas?	1. When do we celebrate Christmas?
2. How many dishes do we have then?	2. What are the dishes on the table?
3. Do we have Holy Supper or Dinner?	3. What do we put inside the pudding?
4. What is the main dish on the table?	4. Where are the Christmas presents?
5. What are the other Christmas dishes?	5. How do we call Christmas songs?

**5. READING** Now we'll continue our game. I give you the texts, but all the parts are cut and mixed. Try to arrange them into the Christmas story «FAT PUSS AT CRISTMAS». Let's read in turns. Can you choose the correct answer?

1. One morning Fat Puss saw everything...(dirty, beautiful, covered with snow).
2. Fat Puss decided to...(play snowballs, make a showman, roll down a few hills)..
3. He took a ... (pine, oak, fir) tree to show Florence.
4. On Christmas Day friends...(sang carols, went for a walk, played games).

## **6. WATCHING THE DVD FILM**

Thank you for your good work. It's time to watch a short abstract about Christmas time in Great Britain.

Pre-watching activity

Look at these things lying on table. What are the symbols of Christmas? Put them onto our poster.

Christmas Symbols	
Star	decorations present pudding stocking Santa Claus Christmas Tree
<b>After-watching activity</b>	
<b>True or false?</b>	<b>1. Children are waiting for Christmas.</b>
	<b>2. The boy wrote a letter to his grandparents.</b>
	<b>3. They received the Christmas card from their friends.</b>
	<b>4. Children were decorating the Christmas Tree.</b>
	<b>5. The boy opened his presents before Christmas.</b>
	<b>6. They put two stockings on the fire place.</b>

## **7. SUMMING UP. EVALUATION**

Now we are ready to count our Santas. The winner is... Thank you for your good work. You were really great. Some of you will get a snowflake (9, 8). We don't have bad marks. That's great!

## **8. HOME ASSIGNMENT**

Your homework will be to create a Christmas card to any person you want or like.  
Let's end our lesson with the English traditional song "JINGLE, BELLS!". Good  
bye!

**Англійська мова**

**8 клас**

**Тема: Їжа. Здорове харчування**

**Тип уроку: урок формування вмінь і навичок**

**Form 8**

**Topic: Eat Healthy, Stay Wealthy**

**Aims:**

- to develop pupils' speaking, listening and reading skills;
- to teach pupils to work in groups;
- to develop pupils' communicative skills in team work;
- to develop pupils' thinking and imagination;

**Equipment:** cards, pictures of food, tableware and cutlery for the role-play, proverbs.

## **PROCEDURE**

### **I. INTRODUCTION**

**T:** Good morning! Glad to see you. I've prepared some interesting tasks for you. I do hope it will be an interesting and mouth-watering competition. Every competition must have its own name and a motto. On the blackboard you can see some proposed names. Which do you choose?

**MASTER CHEF**

**HELLISH KITCHEN**

**CHALLENGE**

**FOODIE**

**T:** Start your answers with one of these sentences:

*I would call\_\_\_\_\_*

*I am for\_\_\_\_\_*

*I would prefer\_\_\_\_\_*

**T:** So, our competition is called\_\_\_\_\_. What about the motto? We've got a great problem with it. Somebody has coded it. The letters are mixed up. Try to decode it.

**AET EYHALHT YTSA A WEYALTH**

**Key:** Eat Healthy, Stay wealthy.

## **II. WARMING UP**

**T:** So, you are competitors. I am your chef. I'll judge you and give you scores in form of these cook's hats.

**T:** The first team I'll call "Ukrainian aprons", the second one is "Florid aprons", and the third one will be called "Checked aprons". (Captains get aprons of different colors).

**T:** To have a productive competition I would like to divide our group into three smaller ones. Are you ready? You should answer "Yes, chef".

## **III. MAIN PART**

### **I. REVISING VOCABULARY**

**T:** To be a good cook it is necessary to know everything about a balanced diet. You should know for sure which food is healthy and which one is unhealthy. The western scientists have made the list of the healthiest foods - they are vegetables, fruits and plants. They prevent us from different serious diseases.

#### **Contest 1**

**T:** Write down 10 different kinds of fruits and vegetables on the special paper and hang them on your side of the blackboard. The winner is that team which will be able to do it quicker.

#### **Contest 2.**

**T:** To be fit means to eat a healthy food. What does it mean? You must know in which products carbohydrates, fats, proteins, water, fibre, vitamins and minerals are kept.

Fill in missing places.

..... Give you energy. There are ..... in bread, sugar, potatoes, pasta and rice.

..... make you strong and give you energy. There are .... In meat, butter, cheese and oil. .... are important for your eyes, your skin, your bones and your hair and

for other parts of your body. There are 13 types of .... There are vitamins in many types of food. .... helps you to grow and gives you energy. There is .... in meat, fish, milk. Water is important for your blood. It cleans your body from the inside.

Drink lots of .... every day. .... make your bones and teeth strong. There are different types of .... in milk, vegetables, eggs, meat, cereals and many other foods. .... helps to keep you healthy by moving food quickly through your body. There is .... in nuts, beans, cereals. Fruit and vegetables are high in fibre component.

Danger! Junk food! It is high in carbohydrates, sugar, salt and fats! It is low in fiber and vitamins!

**Key:** carbohydrates; carbohydrates; fats; fats; vitamins; vitamins; protein; protein; water; minerals; minerals; fibre; fibre.

### Contest 3

**T:** You are given 7 groups of cards. Try to figure out what useful components these products contain.

- 1) Rice, sugar, bread;
- 2) Butter, bacon, oil, cheese;
- 3) Cornflakes, nuts, beans;
- 4) Mineral, water;
- 5) Meat, fish, milk;
- 6) Milk, vegetables, fruits;
- 7) Eggs, milk, vegetables, meat, cereals.

**Key:** carbohydrates; fats; fibre; water; proteins; vitamins; minerals.

### Contest 3

**T:** A good cook should know the dishes of world cuisine. Match the food with the country.

- |               |            |
|---------------|------------|
| 1) Hamburgers | a) England |
| 2) Spaghetti  | b) The USA |
| 3) Chop sue   | c) Italy   |
| 4) Paella     | d) Spain   |
| 5) Roast beef | e) China   |

**Key:** 1-b; 2-c; 3-e; 4-d; 5-2.

## Contest 4

**T:** The main task of every good and skillful cook is to cook well. He/she should know how to cook, what to do with products, with what ingredients it will taste better. So, match the list of words for preparing and cooking food.

Verbs	Food
1) Bake	a) chicken
2) Boil	b) turkey
3) Chop	c) fish
4) Cut	d) banana
5) Fry	e) onion
6) Grill	f) potato
7) Peel	g) meat
8) Roast	h) lemon
9) Slice	i) carrot
10) Squeeze	j) cake

**Key:** 1-j; 2-f; 3-g; 4-e; 5-c; 5-a; 7-I; 8-b; 9-d; 10-h.

## 2. SPEAKING

**T:** Without knowing how to lay the table correctly, you'll never be an experienced waiter/waitress, restaurant owner. Lay the table, commenting your actions.

Possible answer:

First I am spreading the table cloth and putting the plates. Then I am taking soup spoons for the soup, spoons for the sweet and all the knives and forks. I should put the knife and the soup spoon on the right of the plate and the fork on the left. On the left of each guest I should put a small plate for bread and on the right – a glass. I should never forget to put out the table napkins for each guest and put a vase with flowers for better design.

## 3. ROLE-PLAYING

**T:** Let's imagine that some American film stars are going to visit your restaurant. You should make up a menu according to their tastes and preferences.



Choose one of them and present him/her your menu. Don't forget to include their preferences in it. The information taking from Internet will help you do it successfully. Let's read.

Demi Moore during the filming of Now and Then ate nothing but rice steamed baby spinach, green beans with lemon and turkey sandwiches on whole meal bread.

Helen Hunt during the filming of Twister ate only Low-calorie food, including poached eggs, dry toast and steamed brown rice with vegetables.

Whoopi Goldberg doesn't worry about how healthy her diet is and loves fatty bacon sandwiches with lettuce, lots of butter.

Mickey Rourke insists on freshly-squeezed carrot juice twice a day, but he won't drink it if it sits for more than 7 minutes.

Possible answer:

I am going to treat Demi Moore. My menu includes:

#### Starters

Mushroom omelet

Tomato soup

Sliced cucumbers, tomatoes, pepper

#### Main Course

Boiled cauliflower

Green Beans

Spinach with turkey (fried in bread crumbs)

#### Desserts

Fruit salad

Raspberries with cream

#### Drinks

Mineral water

Orange juice

Tea, coffee

**T:** I am sure, that famous American stars will visit your restaurant. Can you serve them well? Make up dialogues. Imagine he/she has already come to you!

Possible answer:

A: Good afternoon, madam. Are you ready to order?

B: Yes, sure.

A: What would you like as a started, madam?

B: Oh. I'll have tomato soup as a starter.

A: What about the main course?

B: I think I'll take spinach and this turkey fried in breadcrumbs

A: It is tasty. Would you like anything to drink?

B: Orange juice, please.

A: Would you care for dessert afterwards, madam? Raspberry with cream is fresh.

A: No, I think I'll have a fruit salad.

B: Thank you very much, madam.

### **III. SUMMING UP**

**T:** How many cook's hats do you have? The more hats you have got, the better it is. I hope this competition will teach you to be competitive and help to achieve success in the near future.

**HOME ASSIGNMENT:** Write a recipe for a famous star.

## Аналіз платформ

1. <https://www.teachingenglish.org.uk/resources> - сайт британської школи BBC. Сторінка зі списком більш ніж 400 ресурсів з повними планами уроків з різних тем.
2. <https://www.teachingenglish.org.uk/training> - сайт британської школи BBC. Безкоштовні курси, що складаються з декількох 2-х тижневих модулів. Є можливість навчатися у вільному темпі і спілкуватися з викладачами з усього світу.
3. <https://www.teachingenglish.org.uk/article/blog-topics-april-june-2020> - сайт британської школи BBC. Теми блогу за квітень-червень 2020 року. На сторінці йдеться про дистанційне навчання через ситуацію з коронавірусом, так само школа дякує всім тим, хто задавав питання по квітневими темам.
4. <https://www.teachingenglish.org.uk/professional-development/teachers/integrating-ict/guidance> - сайт британської школи BBC. Серія порад з дистанційного навчання. Практичні ідеї і рекомендації для вчителів з використанням різних платформ і підходів
5. <https://www.teachingenglish.org.uk/article/innovations-education-remote-teaching> - сайт британської школи BBC. Пропонується завантажити PDF-сторінку «Інновації в освіті і дистанційному навчанні». Включає в себе збірку статей, дослідницьких робіт і відповідних тематичних досліджень.
6. <https://learnenglish.britishcouncil.org/general-english/word-street> - британська школа BBC. Серія відеороликів про Великобританію та її культуру для рівня середній (B1) і вище середнього (B2) для поліпшення сприйняття мови на слух, розвинення граматики, і словникового запасу.
7. <https://learnenglish.britishcouncil.org/general-english/big-city-small-world> - британська школа BBC. Серія художніх творів «Велике місто, маленький світ» для учнів середнього рівня (B1).
8. <https://learnenglish.britishcouncil.org/skills> - британська школа BBC. Сторінка «Навички». Тут пропонується набір практичних матеріалів для поліпшення розмовних навичок, навичок аудіювання, читання, і письма.
9. <https://learnenglish.britishcouncil.org/grammar> - британська школа BBC. Керівництво по граматиці з чіткими граматичними поясненнями, і практичними вправами.

10. <https://learnenglish.britishcouncil.org/vocabulary> - британська школа BBC. Розділ з вправами на словниковий запас. Тут можна знайти і дізнатися значення, вимову і написання нових слів.
11. <https://foliobooks.com.ua/ua-teachers-room> - сайт «Folio D», розділ «Учительська». Сторінка з документами і матеріалами для проведення занять.
12. <https://www.teachers-corner.co.uk/free-resources/> - сайт з файлами і ресурсами для вчителів. Включає в себе робочі листи, аудіоматеріали, записи, плакати, буклети.
13. <https://publishing.linguist.ua/wp-content/uploads/2020/04/Quick-Minds-finish.pdf> - PDF-файл прес-служби Кембриджського університету з інструментарієм та рекомендаціями щодо онлайн-навчання.
14. <https://www.cambridge.org/elt/blog/2020/04/06/how-to-teach-remotely-with-super-safari/> - прес-служба Кембриджського університету з рекомендаціями для учителів по дистанційному викладанню.
15. <https://www.cambridge.org/elt/blog/2020/03/31/how-to-teach-remotely-with-kids-box/> - сайт прес-служби Кембриджського університету. Продовження серії інструкцій для допомоги вчителям у роботі з цифровими підручниками і ресурсами по 6-тижневого курсу для дітей «Kids Box».
16. <https://www.cambridge.org/elt/blog/2020/03/27/how-to-teach-remotely-with-eyes-open/> - прес-служба Кембриджського університету. Серія інструкцій для допомоги вчителям у роботі з цифровими підручниками і ресурсами по навчальному курсу для підлітків.
17. <https://bit.ly/3brzFVe> - сайт прес-служби Кембриджського університету. Інструкції для вчителів по дистанційному викладанню для середнього курсу «Think».
18. <https://bit.ly/2wXqdK4> - прес-служба Кембриджського університету. Серія інструкцій для вчителів за курсом «Prepare» для людей з рівнем знання англійської B1 і B2.
19. <https://bit.ly/2Y2gDRv> - ресурс прес-служби Кембриджського університету. Керівництво по дистанційному викладанню для вчителів, чії студенти здають іспит IELTS.

20. <https://bit.ly/2RVJ1AA> - інструкції для вчителів, що працюють з підручниками для підготовки людей до іспиту з англійської для Кембриджської школи.
21. <https://bit.ly/2Vs2QBN> - сторінка з інструкціями для вчителів з керівництвом по «Complete» - коротка і цільова підготовка до іспитів з англійської мови.
22. <https://tinyurl.com/y9ihesw9> - прес-служба Кембриджського університету. Сторінка з буклетом для викладачів (Рівень 2). На сайті більше не доступний.
23. <https://tinyurl.com/ydyx6o8c> - прес-служба Кембриджського університету. Сторінка з буклетом для викладачів (Рівень 4). На сайті буклет більш не доступний.
24. <https://tinyurl.com/y83s43rn> - прес-служба Кембриджського університету. Сторінка з буклетом для викладачів (Рівень 6). На сайті буклет більш не доступний.
25. <https://tinyurl.com/y771i6me> - освітній сайт «Лінгвіст». Сторінка з навчальним курсом англійської мови для початкових класів, адаптований до стандартів Нової Української Школи.
26. <https://tinyurl.com/y8yl7oe1> - прес-служба Кембриджського університету. Вчителям: Вікторина для навчання лексики.
27. <https://tinyurl.com/y9x5n54z> - прес-служба Кембриджського університету. Рекомендації для вчителів з використання ігрової платформи «Kahoot» для того щоб учні не втрачали інтерес навчання.
28. <https://tinyurl.com/yd5n42a7> - прес-служба Кембриджського університету. Інструмент «Blackboard» для перенесення уроків в онлайн.
29. <https://tinyurl.com/y8izkyof9> - прес-служба Кембриджського університету. Використання візуальних елементів в онлайн-навчанні.
30. <https://tinyurl.com/ybhi8iqs> - прес-служба Кембриджського університету. Сторінка зі статтею про важливість взаємодії з учнями молодшого віку при онлайн-навчанні.
31. <https://tinyurl.com/ybdkm5qv> – збірник відео на YouTube-канал – «Лінгвіст – література для вивчення іноземних мов», з матеріалом для першокласників.

32. <https://tinyurl.com/ycsvcuuh> - сайт прес-служби Оксфордського університету з порадами для вчителів з викладання англійської. В переліку – посилання на інші сайти, тематичні відео матеріали.
33. <https://tinyurl.com/y91cqxiu> - PDF-файл прес-служби Оксфордського університету, з переліком сервісів, літератури, додатків для вчителів.
34. <https://tinyurl.com/y7fnqnek> - сайт прес-служби Оксфордського університету зі статтею «Оціночна діяльність, яка допомагає студентам показати, що вони знають».
35. <https://tinyurl.com/y7vn7g66> - сайт прес-служби Оксфордського університету, блог з викладання англійської. Стаття про переваги альтернативного тестування студентів. Порівняння нового підходу з застарілими паперовими тестами.
36. <https://tinyurl.com/y74fcmzz> - сайт прес-служби Оксфордського університету, блог з викладання англійської. Стаття про важливість оцінки навичок студентів, і про способи їх оцінювання.
37. <https://tinyurl.com/v98koc9> - сайт прес-служби Оксфордського університету, блог з викладання англійської. Стаття про особливості написання тестів для учнів підлітків.
38. <https://tinyurl.com/y8teipna> - сайт прес-служби Оксфордського університету. Посилання на захід, що вже відбувся, про оцінку професійного розвитку. На сторінці розміщено посилання, по якій пропонується перейти на сторінку з актуальними заходами.
39. <https://www.pearson.eu/cee/ukraine/homepage> - головна сторінка сайту української філії компанії «Person». На сторінці крім навігації присутній блок з новинами і посилання на соціальні мережі YouTube і Facebook.
40. <https://tinyurl.com/ya5e77wl> - сайт української філії компанії «Person». На сторінці є посилання на онлайн-платформи для дистанційного навчання, такі як «ePanel» і портал «MyEnglishLab», також посилання на сторінку з відео-тренінгами та іншими корисними матеріалами.
41. <https://tinyurl.com/y9ubavfr> - сайт української філії компанії «Person». На сторінці присутні два посилання: перше на сторінку з відео-тренінгами, друге на сторінку з записами вебінарів.

42. <https://tinyurl.com/yaz5mcch> - сайт української філії компанії «Person». Сторінка з ресурсами для викладачів. На сторінці можна знайти додаткові матеріали і вправи до уроків, цікаві статті, а також поради від експертів.

43. <https://tinyurl.com/y791ec3u> - сайт української філії компанії «Person». Сторінка з ресурсами для учнів. На сторінці присутні вітальне повідомлення і кнопка з можливістю вибору курсу.

44. <https://tinurl.com/y9cvmmxx> - сайт компанії «Person». Сторінка в якій розповідається про «Live Classes» - міжнародний проект з вивчення англійської мови для учнів середніх шкіл.

## Звіт

Виробничу(педагогічну) практику проходив в Ізмаїльській ЗОШ №6 I-III ступенів з 16 листопада по 28 грудня 2020 року. Практику проходив, будучи закріпленим за вчителем англійської мови та літератури Поповченко Аллою Павлівною.

Перед початком практики, ми взяли участь у настановчій конференції, де познайомились із метою, завданнями, змістом практики, правилами і обов'язками студентів-практикантів, особливостями організації діяльності практикантів та вимогами до звітної документації.

Наступним етапом у проходженні педагогічної практики було знайомство зі школою та її адміністрацією, вчителями-предметниками. У ході бесіди ознайомився із системою навчально-виховної роботи школи, навчально-матеріальною базою; діяльністю педагогічного колективу та режимом роботи.

В період проходження практики спостерігав і аналізував роботу вчителя та діяльність учнів під час уроків та в позаурочний час. Протягом тижня відвідував різні типи уроків з англійської мови, проведені вчителем. Це дало можливість з'ясувати для себе стиль та манеру роботи вчителя, до якої звикли учні; подивитися, які форми роботи використовуються на уроках у цьому класі; яким методам та прийомам вчитель приділяє найбільше уваги та, нарешті, що проходять учні на даному етапі.

Вже наступного тижня допомагав вчителю виготовляти наочні матеріали до уроків, здійснював виховні бесіди, а також допомагав на уроках учням, які відставали в навчанні від інших.

Протягом практики ми опрацьовували такі теми, як «Їжа», «Здоровий спосіб життя», «Засоби Масової Інформації» в 8 класі, «Свята» в 6 класі, «Різдво», «Світ професій» в 9 класі. За цими темами були підготовлені конспекти уроків, з наступним обговоренням та самоаналізом. До кожного уроку була підібрана яскрава, доцільна наочність та дидактичний матеріал, який допомагав на етапі засвоєння нового матеріалу та формування умінь та



навичок. У процесі проходження практики довелося оцінювати усні відповіді учнів та перевіряти їх практичні роботи. Ефективності роботи в класі сприяло те, що я зміг знайти спільну мову з дітьми – це вважаю найбільшим своїм досягненням, здобутим під час проходження практики.

В моїй роботі спостерігались деякі труднощі, адже я виконував обов'язки вчителя, а це велика відповідальність за те, щоб дати учням знання, доступні для їх розумового, фізичного і психічного розвитку. Досить часто на заняттях виникали непередбачувані обставини, тому потрібно було швидко знаходити вихід із ситуацій.

Особисто для себе я зробив висновок, що такого роду практика є дуже важливим елементом навчання для молодого спеціаліста, майбутнього педагога, бо дає уяву про дійсний стан речей під час спілкування з дітьми та педагогічним колективом. Це таке собі випробування, яке дає змогу зрозуміти чи справді ти можеш бути педагогом, чи на вірному ти шляху.