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Березнівської районної ради
Броннівська загальноосвітня школа І-ІІ ступенів

Використання інтерактивних технологій як одного з ефективних шляхів реалізації комунікативного підходу до вивчення іноземної мови

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Холод Л.М. Використання інтерактивних технологій як одного з ефективних шляхів реалізації комунікативного підходу до вивчення іноземної мови. Навчально-методичний посібник. Броннівська загальноосвітня школа І-ІІ ступенів. – Березне, 2013 – 65с.

У навчально-методичному посібнику на основі досвіду роботи вчителя англійської мови подані розробки уроків з тем «Подорож», «Харчування»

Навчально-методичний посібник розрахований на педагогічних працівників навчальних закладів.

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ВСТУП

Відповідно до концепції модернізації української освіти, що закладена у Державному стандарті, школа повинна формувати конкурентну, компетентну особистість учня. Набуття компетентності перетворює учня з носія академічних знань на людину соціально активну, налаштовану на соціалізацію у суспільстві з метою використання набутих знань на практиці, тобто у житті.

Компетентнісний підхід до вивчення іноземних мов – це така організація навчально-пізнавальної діяльності учнів, що забезпечує засвоєння ними матеріалу при розв’язанні певних проблем. Компетентний спеціаліст, компетентна людина – це важливо для суспільства, яке розвивається. Відповідно до рішень Європейської Ради основною компетентністю на уроках іноземної мови є комунікативна компетентність (мовна компетентність + мовленнєва компетентність + соціокультурна компетентність), тому що вона забезпечує набуття учнями знань обговорювати проблеми, висловлювати власну точку зору, адаптуватися у мовному середовищі. Саме цим обумовлюється **актуальність** представленого досвіду. Адже, одним із пріоритетних завдань навчання іноземних мов - це формування в учнів саме комунікативної компетенції.

Ідеєю досвіду є формування комунікативної компетенції, яка забезпечує розвиток і саморозвиток особистості, сприяє формуванню її організаційних, інформаційних компетентностей, міцному засвоєнню програмового матеріалу.

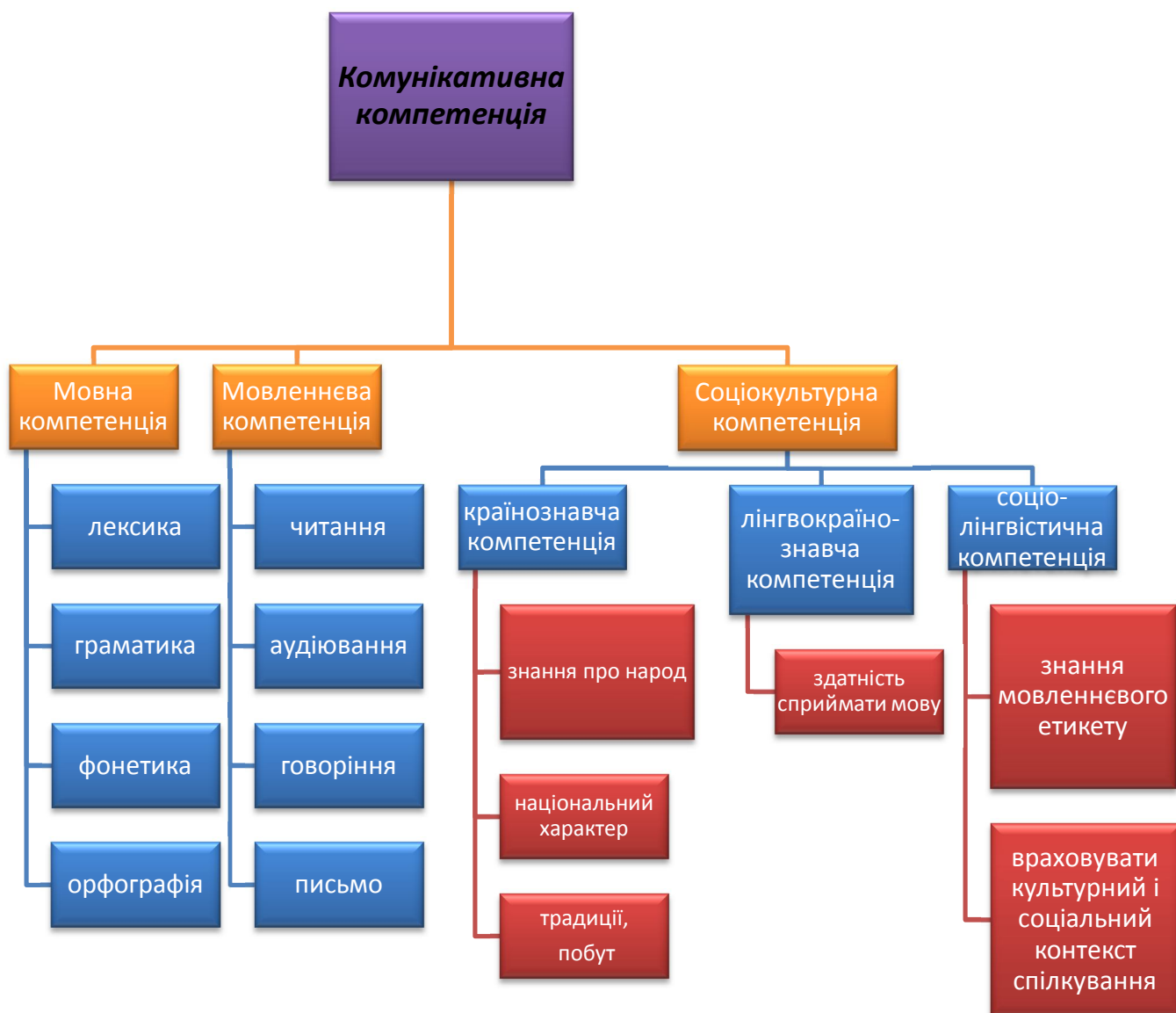
Необхідність формування комунікативної компетентності учнів зумовлено реалізацією не тільки відповідно оновленого змісту освіти, але й адекватних методів і технологій навчання. Найбільш ефективними шляхами реалізації комунікативного підходу до вивчення іноземної мови є застосування **інтерактивних методів навчання**.

Об’єктом роботи з даного питання є уроки з іноземної мови та позакласна робота.

Предмет роботи: використання інтерактивних технологій у формуванні комунікативної компетенції учнів у процесі навчання англійської мови.

Метою роботи : створити та використовувати модель процесу формування комунікативної компетенції.

Питання про комунікативну компетенцію теоретично ґрунтовано у працях багатьох вчених(М.Аріян, Є. Верещагін, Ю. Пассов, О.Пєхота, Л.Биркун, А.Несвіт) . Аналіз науково-методичної літератури дозволив зробити схематичну модель формування комунікативної компетенції.



Використання інтерактивних технологій як один з ефективних шляхів реалізації комунікативного підходу до вивчення іноземної мови .

З метою формування комунікативної компетентності створюю проблемні ситуації, пропоную письмові роботи у формі твору, пропоную комунікативні творчі завдання, проводжу нетрадиційні уроки, використовую асоціативні кола, колажі. Свідченням сформованості комунікативної компетентності моїх учнів є вміння висловлювати свою думку, здатність до толерантності у спілкуванні, використання адекватної лексики.

В старших класах проводжу нестандартні уроки, використовую телекомунікаційні технології, презентації, широко застосовую технології колективно-групового навчання, методи «Карусель», «Акваріум», «Мікрофон», «Мозковий штурм», «Ажурна пилка», ситуативного мовлення (імітаційні та рольові ігри), оскільки вони спрямовані на досягнення таких результатів:

- уміння ставити запитання,
- уміння критично осмислювати одержану інформацію,
- уміння аргументувати власну точку зору та презентувати її,
- уміння працювати в команді, здатність до участі у спільному прийнятті рішень,
- здатність брати на себе відповідальність та приймати рішення в екстремальних ситуаціях.

Інтерактивні технології ефективно сприяють формуванню навичок і вмінь, виробленню цінностей, створенню атмосфери співробітництва, взаємодії і дають можливість педагогу стати справжнім лідером учнівського колективу.

Підручники за новою програмою містять завдання за інтерактивними технологіями. Це і розроблення проектів, створення колажів, парна та групова робота, вирішення проблемних питань і ситуацій.

Але крім підручників використовую інші посібники, матеріали, інтернет-ресурси.

Так як однією з найважливіших вимог згідно з методичним листом Міністерства освіти і науки „Про вивчення іноземних мов” є „використання автентичних матеріалів (текстів, пісень, ілюстрацій) для навчання всіх форм спілкування.”

Реалізуючи дану вимогу, працюю з автентичними матеріалами як на початковому етапі вивчення іноземної мови, так і в середніх класах.

На всіх етапах навчання іноземної мови добираю автентичні матеріали, дотримуючись умови, що завдання, які їх супроводжують, допомагають учням виявити їх цінність як ресурсу реальної сучасної мови. З метою запобігання ситуацій, що можуть розчарувати і демотивувати учнів, прискіпливо добираю тексти для читання і слухання і супроводжую їх спеціальними перед-текстовими, при-текстовими та після-текстовими завданнями .

Широко використовую пісенний автентичний матеріал: пісня легко запам'ятовується, відтворюється, надовго зберігається в пам'яті. Комплексний розвиток практичних, освітніх і розвиваючих завдань навчання можливий лише за умови впливу не тільки на свідомість учнів, але й проникнення в їхню емоційну сферу. Одним з найбільш ефективних способів впливу на почуття й емоції школярів є музика.

Перевага використання саме пісень полягає в тому, що вони допомагають більш точному засвоєнню й розширенню лексичного запасу, тому що в тексти пісень включені нові слова й вираження. У піснях активно поєднуються мовні кліше сучасної англійської мови.

Більшість пісень має форму діалогу. Це допомагає розвивати комунікативні особливості учнів. Оптимальне сполучення повторюваності й варіативності мовленнєвого матеріалу - така найважливіша умова навчання діалогічного мовлення. Велике значення має вміння почати розмову, використовуючи етикетні кліше. Добре відпрацьований, швидко й виразно пред'явлений початок діалогу, що переходить від однієї теми до іншої, підвищує впевненість мовців у своїх силах і із самого початку налаштовує їх на емоційну мову. Особливо охоче пісенний матеріал сприймають молодші

школярі. Вони співають на уроках, із задоволенням демонструють свої вміння глядачам.

Ефективною щодо підвищення інтересу до вивчення англійської мови є робота з відеофільмами. Будучи автентичним джерелом іноземної мови, вони є засобом для активізації навчальної і пізнавальної діяльності на уроці. В процесі роботи з відеоматеріалами в учнів включаються в діяльність слуховий та зоровий аналізатори. Також учні в процесі роботи на уроці виділяють головне, аналізують, творчо мислять. За допомогою відеофільмів створюю в аудиторії атмосферу зовнішнього світу, стимулюю ефективну комунікативну діяльність(роботу в парах, дискусію).

Працюючи з відеофільмами, учні значно підвищують рівень знань з англійської мови, покращують вимову, розвивають навички аудіювання, розширюють світогляд. Переглядаючи та прослуховуючи, школярі намагаються зрозуміти те, що відбувається про що говорять герої.

Описуючи і обговорюючи, вони порівнюють світ героїв з оточуючим нас світом.

Використання автентичних художніх текстів сприяє комплексному вивченню лексики, граматики. Учні слухають носіїв мови, пісні, що підвищує активність учнів, концентрує їхню увагу, розвиває швидку реакцію, мовну догадку, збагачує активний лексичний запас, а від так удосконалюються комунікативні вміння та навички.

До реальної комунікації іноземною мовою школярів готую перш за все психологічно, допомагаю їм повірити у власні сили.

Матеріали до уроків з теми "Подорож"



Travelling

LESSON 1 . Ways of travelling

Objectives:

- to review some new lexical material
- to revise grammar :The degrees of comparisons
- to develop students' lexical, reading and speaking skills

Equipment: a textbook, presentation ppt, pictures.

I. INTRODUCTION

1. **Greeting** T: Good morning children! Who is on duty today? Who is absent? What day is it today?
2. **Aim** T. The topic of our today's lesson is "Travelling". At this lesson you'll learn the new words, word combinations, read the text, exchange the information on the basis of the text and a given situation.
3. **Warming up** T: Match the English proverbs with their Ukrainians equivalents:

| | |
|--|---|
| 1.He that travels far knows much. | a Бідному зібратися – тільки підперезатися. |
| 2.Poor man's luggage is always light. | b Їдеш на день, хліба бери на тиждень. |
| 3.Every departure has an arrival. | c Хто багато подорожує – багато знає. |
| 4.For your day trip's bread take a week's spread. | d Усе добре, що на добре виходить. |

II. MAIN PART

1. Revision of some lexical units

T: What things do you associate with the word "travelling"?



2. Reading

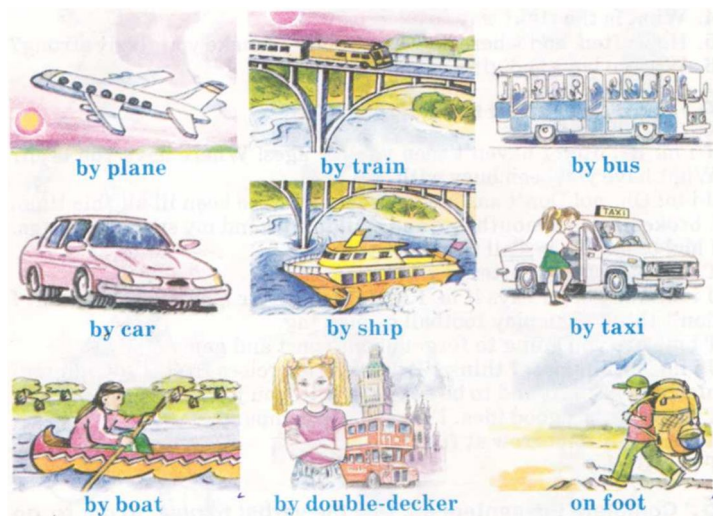
1. Pre-reading activity

T: Let's watch the presentation

Kindergarten - Means Of Transport - Learn Series For Kids

T: Let's make the sentences. Write down them.

a) People can travel by plane.



*b) T: Talk about different means of travelling. Use the words: **fast, slow, comfortable, cheap, expensive, easy, dangerous.***

Travelling by train is slower than by plane.

Travelling by plane is the fastest way of travelling.

2. T: Let's read the text "Travelling".

TRAVELLING

People are fond of travelling. They travel for pleasure or on business. People can travel by plane or train, by boat or ship, by car or bus, by underground or tram, on horseback or on foot.

Large ships, modern airplanes and comfortable trains carry passengers to different parts of their native country and abroad. Railway stations and airports are always busy places in summer and on holidays. People have packed their luggage into their suitcases, bags or rucksacks. They are hurrying to visit their relatives or friends.

Travelling is very pleasant, interesting and useful. We go sightseeing in different cities and visit well-known cathedrals, museums, theatres and cinemas. We see places full of wonders. We enjoy nature and learn more about people's traditions. Travelling broadens our mind!

3. After-reading activities

T. Read and complete the sentences.

1. People are fond of _____.
2. They travel for _____ or on _____.
3. People have packed their _____ into their _____.
4. Travelling _____ our mind!

T: Read and match.

b) Make sentences with the word combinations.

- | | |
|----------------|------------------------------|
| 1. modern | a) trains |
| 2. to go | b) one's luggage |
| 3. comfortable | c) airplanes |
| 4. to enjoy | d) well-known museums |
| 5. to pack | e) sightseeing |
| 6. to learn | f) nature |
| 7. to visit | g) our mind |
| 8. places | h) about people's traditions |
| 9. to travel | i) full of wonders |
| 10. to broaden | j) on horseback |

4. Physical warming up

We All Go Travelling By (UK)

*I spy with my little eye,
You can hear with your little ear,
A yellow school bus goes beep,beep,beep.
And we all go travelling by bye,bye.
And we all go travelling by.*

*I spy with my little eye,
You can hear with your little ear,
A bright red truck goes rumble-rumble-rumble.
A yellow school bus goes beep,beep,beep.
And we all go travelling by bye,bye.
And we all go travelling by.*

*I spy with my little eye,
You can hear with your little ear,
A long blue train goes chuff-chuff-chuff.
A bright red truck goes rumble-rumble-rumble.
A yellow school bus goes beep,beep,beep.
And we all go travelling by bye,bye.
And we all go travelling by.*

*I spy with my little eye,
You can hear with your little ear,
A shiny pink bike goes ring-ring-ring.
A long blue train goes chuff-chuff-chuff.
A bright red truck goes rumble-rumble-rumble.
A yellow school bus goes beep,beep,beep.
And we all go travelling by bye,bye.
And we all go travelling by.
A little green boat goes chug-a-lug-a lug.
A big white plane goes neeeeeee-ow.
A fast orange car goes vroom-vroom-vroom.
Two purple shoes go tap-tap-tap.*

5. Speaking

1. T. Talk about your favourite means of travelling

My favourite means of travelling is...

It is...

I like to travel by...

2. T. Work in pairs. Make up questions and ask your partner.

1. you/travelling/Do/like?

2. favourite/means/is/of/your/What/transport?

III. SUMMING UP. Marks

T: The lesson is over. Thank you for your work during the lesson. Your homework is to **write about your favourite means of travelling. Use the questions to help you.**

1. Do you like to travel?

, -

2. What means of travelling do you like best of all?

3. When did you travel last time?

4. Did you enjoy your travelling? Why?

Travelling

LESSON 2 . Travelling by Plane

Objectives: Practical

- to revise the words on the topic ;
- to introduce new words and words combinations
- to revise grammar : the degrees of comparisons
- to develop reading, listening, writing, speaking skills

Developing:

- to develop creative abilities
- to develop thinking, interactive communication

Social: to teach pupils the rules of etiquette .

Equipment: textbook, cards, presentation ppt, pictures.

Procedure

I. INTRODUCTION

1. Greeting T: Good morning children! Who is on duty today? Who is absent? What day is it today? What is the weather like today? Is it a nice or a nasty day today? What do you like to do in such weather? You know it's winter now. Is winter a good time for travelling?

2. Aim T. The topic of our today's lesson is "Travelling by Plane". At this lesson you'll learn the new words, word combinations, read the text, exchange the information on the basis of the text and a given situation.

3. Check on Homework

T. Ps 1-3 Read about your favourite means of travelling.

Ps 4-7 Write the names of the pictures



Ps8-10 Write about different means of travelling.

Use the words: **fast, slow, comfortable,**

cheap, expensive, easy, dangerous.

Travelling by train is slower than by plane.

Travelling by plane is the fastest way of travelling.

4. Warm-up

T: Though winter time is not as good for travelling as summer, if you go to a railway station, a port or an airport in this country or abroad you'll see hundreds of people who want to go somewhere and to get there as quickly as possible. Why do they travel?

| | |
|------------------------------|--|
| People travel They travel | To see the world To make new friends For pleasure On business To visit their relatives To take part in sports competitions Because their neighbours travel |
|------------------------------|--|

II MAIN PART

1. Matching

T: Listen “**Travelling By Airplane From Kid Rhymes**” (3.15) and match the words with their definitions

| | |
|-----------------|----------------|
| Hot air balloon | Вертоліт |
| Airplane | Винищувач |
| Helicopter | Повітряна куля |
| Rocket | Літак |
| Space shuttle | Ракета |
| Jet plane | Супутник |

2. Reading

1) Pre-reading activity

T: Using your experience say if the following statements are true or false.

What place can you see in the picture? What do you see in the picture?

What are the people doing?



2) While-reading activity

T: Read the text

Since ancient times people have dreamed of flying in the sky. At first people flew in a balloon, and it was a great victory. In the 20th century airplanes appeared. The first airplanes were small and couldn't fly very far. Nowadays the engineers make very big planes. They can fly a long way and carry passengers from one city to another and from one country to another. And it doesn't take them much time. Travelling to England, for example, lasts for three hours and a half and you can reach the USA in ten hours.

People who travel by plane arrive at the airport. They have to show their tickets and passports to the custom's officer. They usually tell him about the purpose of their journey. Then they check in at the check-in desk. A clerk weighs the luggage and gives the passenger a boarding pass. A traveller has to come two hours earlier to the airport if he doesn't want to miss the plane, and to get everything ready on time.

3) Post-listening activity

Read and complete the sentences.

1. Since ancient times people have dreamed of _____.

2. In the 20th century _____.

3. Modern airplanes carry passengers from ___ to ___ and from ___ to ___.
4. People who travel by plane arrive at _____.
5. They have to show their tickets and passports to the _____.
6. Then they _____.
7. A clerk weighs _____ and gives _____.
8. A traveller has to come _____ to the airport.

3. Physical warming up

We All Go Travelling By (UK)(4.45)

*I spy with my little eye,
 You can hear with your little ear,
 A yellow school bus goes beep, beep, beep.
 And we all go travelling by bye, bye.
 And we all go travelling by.*

4. Speaking

You see some statements. Have a class discussion. Talk about pros and cons of travelling by plane. Write down your thoughts.

1. The speed is very high.
2. Sometimes travelling by plane is dangerous.
3. The flight is very short.
4. It depends on the weather. If it is cloudy you can spend many hours at the airport.
5. We can see beautiful clouds in the sky.
6. It takes much time to get to the airport.

Group A: For

Group B: Against

5. Describing a picture

T: Now it's time for fun. I want you to relax a little. Some little incidents may happen during your journey. They may be funny and interesting.

a) Look at this picture and answer the questions.

- Does Pete feel himself well?
- Does his neighbour feel well?
- Is she thin like him?
- Does she want to move up?

- Can Pete sleep or read?
- Can he get bus-sick?
- Would you like to travel like Pete?

b) Describe this funny situation.



IV. SUMMING UP Marks

T: The lesson is over. Thank you for your work during the lesson. Your homework is complete the story and write it down. Use the words: *seat, flight, comfortable, drinks, could, went, spent*.

Last summer Nick___his holidays in the Crimea. He_____there by plane. His plane was_____ and modern. Nick's_____ was near the window but he_____ see only clouds in the sky. The stewardess offered the passengers soft_____. The_____ was very pleasant.

Travelling

LESSON 3 . Travelling by Train

Objectives: Practical

- to enrich students' vocabulary
- to revise grammar : the degrees of comparisons
- to develop reading, listening, writing, speaking skills
- to work in pairs

Developing:

- to develop creative abilities
- to develop thinking, interactive communication

Social: to broaden mind

Equipment: textbook, cards, presentation ppt, pictures.

Procedure

I INTRODUCTION

1. Greeting T: Good morning children! Today we are going to continue speaking about different ways of travelling. At this lesson we'll operate words and word-combinations in different situations concerning this topic.

2. Aim T. The topic of our today's lesson is "Travelling by Train". At this lesson you'll learn the new words, word combinations, read the text, exchange the information on the basis of the text and a given situation.

3. Check on Homework

T. Your homework was complete the story and write it down. Use the words: *seat, flight, comfortable, drinks, could, went, spent*.

Last summer Nick___his holidays in the Crimea. He_____there by plane.

His plane was_____and modern.

Nick's_____ was near the window but he_____

see only clouds in the sky. The stewardess offered the passengers soft_____. The_____ was very pleasant.

4. WARM UP



T. Listen and guess what is it? **Transportation Sounds English(3.04)**

T: Let's learn the poem about travelling.

Travelling

I like to ride in a railway train
Through tunnels dark and wide.
Over the bridges crossing the river
I feel so safe inside.

When water looks very smooth,
I like to sail by ship or boat.
A sea voyage is very good,
When you feel a sea breeze blow.

But an airplane is the best of all,
It flies so very high
That people look like tiny dots,
And clouds go sailing by.

II MAIN PART

1. Making up sentences

T: Some people like to travel by plane or by car, some like cycling or hiking. To my mind this choice depends on character, health, aims of traveling. Say which ways of travelling you like and dislike and why. You may use this pattern. Write down your sentences.

| I like (dislike) travelling by...because ... | | | |
|---|---|----|---|
| Travelling by | plane train ship car bicycle bus | is | enjoyable fast slow expensive cheap popular comfortable safe |

2. Reading

1. Pre-reading

Answering the questions

1. Have you ever travelled by train?
2. Where did you go?
3. Who did you go with?
4. Did you like your trip?
5. What did you see through the train window?

2. Reading

Molly: How are we going to travel, Mum?

Mrs Parker: We are going to travel by train.

Molly: And where do the trains stop?

Mrs Parker: They stop at the railway stations. Hurry up, Molly!

Molly: I'm tired. And my legs hurt.

Mrs Parker: Don't be a bother! We must come in time before the train starts. It will not wait for us, and we will be late. Then we can miss the train.

Molly: Can't the engine-driver wait for us?

Mrs Parker: No, he can't. All the passengers must take their seats in time. Then the engine gives the whistle and the train starts.

Molly: Can I have a seat by the window?

Mrs Parker: Sure. Then you will see the country you are travelling through and enjoy the countryside.

3. Post-reading

T. Work in pairs. Take turns to ask and answer the questions.

1. Where do the trains stop?
2. Why do the passengers usually hurry up?
3. What happens to a person who is late for the train?
4. When must the passengers take their seats?
5. How do people know that the train starts?
6. Is travelling by train comfortable or not?
7. Who drives the train?

3. Physical warming up

Transportation Song by Peter Weatheral

4. Speaking

You see some statements. Have a class discussion. Talk about pros and cons of travelling by train. Write down your thoughts.

1. We can go by train in any weather.
2. The trip is very long.
3. We can travel comfortably in a sleeping-car.
4. The speed is not high.
5. It is easy to get to the railway station.
6. Sometimes the roads are bad.

Group A: For

Group B: Against

4. Listening

Buying a train ticket (1.28)

1. Pre-Listening

Train – where when time how much

Where do we go?

When does the train arrive?

How much does the tickets cost?

2. While listening

| | |
|---|-------------------|
| 1. Where does the woman travel to? | Manchester |
| 3. How much does the tickets cost? | 21 |
| 4. What time is the next train? | 10.30 |
| 5. What platform is it? | 3 |

III. SUMMING UP Marks

T: The lesson is over. Thank you for your work during the lesson. **Read and complete the sentences. Use the words: *travel, slower, could, read, dining-car, fields, summer.***

Travelling by train is _____ than by plane. But Mary likes toby train. She went to her grandmother by train last _____. Her train was comfortable with a _____. She _____ see beautiful _____ and forests through the window and _____ books.

b) Write about your travelling by train. Use the words: *to go for a trip, a fast train, a slow train, to make new friends, a sleeping-car, a dining-car, to look through the window, to read books.*

Travelling

LESSON 4 . London Transport

Objectives:

- to revise the words on the topic «London Transport»
- to work in pairs
- practice the patterns with *to* , *two*, *too*
- to develop reading, listening, writing, speaking skills

Developing:

- to develop creative abilities
- to develop thinking, interactive communication

Social: to teach pupils to be responsible .

Equipment: textbook, A. Nesvit “We learn English” 5 клас, cards

I INTRODUCTION

1. Greeting T: Good morning children! Who is on duty today? Who is absent? What day is it today?

2. Aim T: “The topic of our lesson is London Transport. By the end of the lesson you will be able express your thoughts on the topic “London Transport”.

3. Warm-up:

T: “Let’s start our lesson with a poem “Travelling”

I like to ride in railway train

Through tunnels dark and wide.

Over the bridges crossing the river,

I feel so safe inside.

When water looks very smooth,

I like to sail by ships or boat.

A sea voyage is very good,

When you feel a sea breeze blows.

But airplane is the best of all,

It flies so very high

That people look like tiny dots,

And clouds go sailing by.

4. Check on Homework

T. Your homework was **read and complete the sentences. Use the words: travel, slower, could, read, dining-car, fields, summer.**

Travelling by train is _____ than by plane. But Mary likes to _____ by train. She went to her grandmother by train last _____. Her train was comfortable with a _____. She _____ see beautiful _____ and forests through the window and _____ books.

b) Write about your travelling by train. Use the words: to go for a trip, a fast train, a slow train, to make new friends, a sleeping-car, a dining-car, to look through the window, to read books.

T: - Let's refresh in our memory all the words combinations with the words "to travel by". Pupil 1 will work near the blackboard and the others will help him.

To travel by: - Plane
 - Car

II MAIN PART

1. Vocabulary Practice

T. Listen to the text and find out the means of transport (2.45)

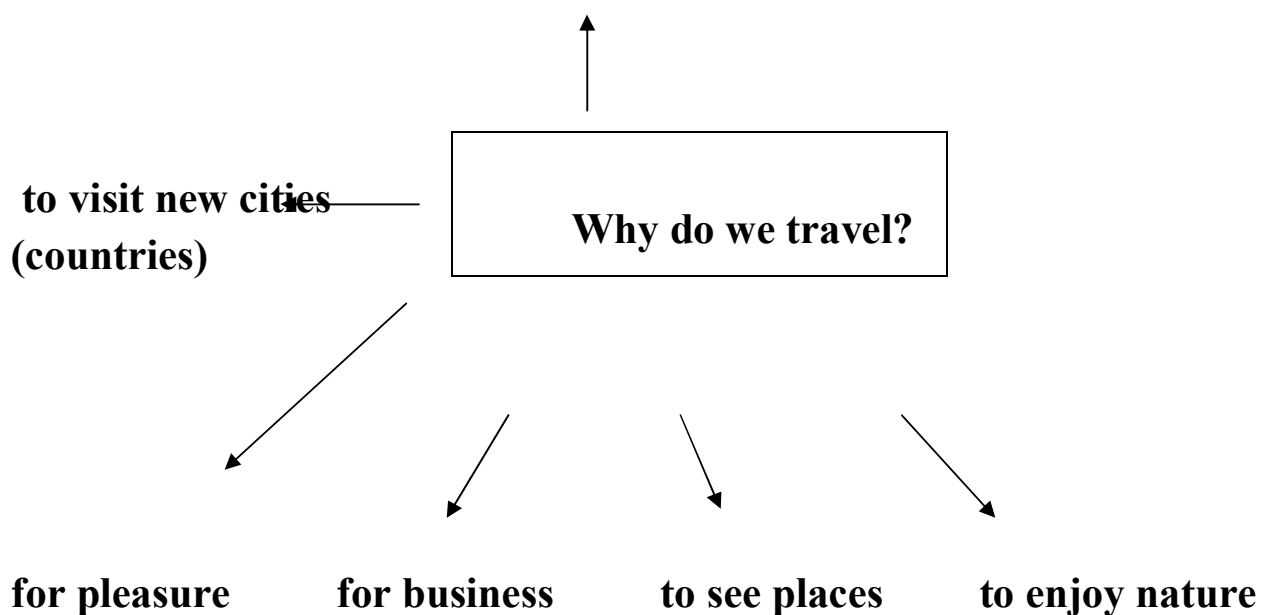
Transportation (2) - Learn English(CD) Keys: on

foot, walking, bicycle, car, van, track, taxi, horse, ship, boat, train, plane

T: - Now, let's together answer the question "Why do we travel?"

Write down the sentences

to learn more about people's traditions



3. Oral Practice

T: - Let's ask the questions about your travelling and "Microphone" means of travelling.

(Interview) (P1 – near the blackboard answer the questions)

P1 What is your favourite means of transport? (Ps – ask the questions)

P2 *My favourite ways of travelling is...*

It is...

I like to travel by...

4. Listening

T: - Imagine, please, that right now you are at the railway station

Buying a train ticket (1.28)

Pre-Listening

Train – where when time how much

Where do we go?

When does the train arrive?

How much does the tickets cost?

While listening

| | |
|---|-------------------|
| 1. Where does the woman travel to? | Manchester |
| 2.How much does the tickets cost? | 21 |
| 3.What time is the next train? | 10.30 |
| 4.What platform is it? | 3 |

5. Physical warming up

Transportation Song by Peter Weatheral

*****6. Listening**

Pre-listening Activity

T: - And now imagine, please, that we are already in London – the capital of England. What do you know about London?

P1: It's a big city.

P2: It stands on the river Thames.

P3...

P4...

While-listening Activity

T: - Now, let's listen and try to understand everything you have heard about London.

LONDON

London is the capital of Britain. It is one of the most interesting places in the world. About eight million people live here. There is a big river in London – the Thames. There are a lot of bridges over the river. Tower Bridge is the most famous. It is more than 100 years old.

There are lots of places of interest in London. From Tower Bridge you can see the Tower of London. From Tower Bridge you can see the Tower of London. It is a museum now. There are hundreds of interesting collections in it. There is a famous clock in London called Big Ben.

You can see splendid churches in the city. Westminster Abbey is one of the oldest royal churches. St. Paul's Cathedral is the most wonderful classical church in Britain.

London's park and gardens are really beautiful. In Regent's park there is the Zoo. It is one of the biggest and most famous zoos in the world.

There are about 10 thousand streets in London with a lot of shops and cafes, cinemas and theatres, galleries and museums. Big red buses run up and down the streets. The oldest metro in the world, called Tube, is here in London, too.

Post-listening Activity

T: Let's guess quiz.

London Quiz ("Brainstorm")

1. London is the of England.
 - a) centre
 - b) capital
 - c) part
2. The famous clock in the London calls...
 - a) Big Boll
 - b) Big Doll
 - c) Big Ben
3. More than... live in London.

- a) 2 mln
 - b) 18 mln
 - c) 8 mln
4. From Tower Bridge you can see...
- a) St. Paul's Cathedral
 - b) The London Zoo
 - c) The Tower of London
5. The Queen lives in...
- a) the Tower of London
 - b) Buckingham Palace
 - c) Westminster Abbey
6. Westminster Abbey is famous...
- a) museum
 - b) royal church
 - c) circus
7. In Regent's Park there is the biggest... in the world.
- a) metro
 - b) clock
 - c) zoo
8. There are... in the centre of London
- a) Piccadilly Circus
 - b) Trafalgar Square
 - c) Regent's Park
9. There are... streets in London.
- a) 6
 - b) 1 mln
 - c) 10 thousands

1 b, 2 c, 3 c, 4 c, 5 b, 6b, 7 c, 8,b 9 c.

7. Reading

T: - Now, you'll work in 3 groups. Read your text and try to translate it into Ukrainian. Then, you'll share the information you have learnt with your friends.

Group A: London Buses

Group B: London Underground (Tube)

Group C: Taxi

A. London Buses

If you are on holiday in London, travel by bus. London buses are called double-deckers. They have a driver and a conductor. Look at the sign on the front, on the side or on the back of the bus to know where the bus is going. Read a notice board at the bus-stop to know the places on the bus route.

When you get on the bus, the conductor says, "Fares, please." You say where you want to go, he tells you how much to pay, you pay him and he gives you a ticket. Keep it till the end of your trip!

B. London Underground (Tube)

You can get to most places in London very quickly by the underground. There are many lines on the London Underground. All the lines are of a different color on the map. Buy the ticket from the ticket-office at the Underground station, or from the automatic machine. Keep the ticket till the end of your journey.

C. Taxi

If you are in a hurry, the fastest way of travelling is by-taxi. Do you know what a London taxi looks like? Their special shape and black color are famous all over the world. The black cabs as they are called have become the symbol of London. Now the taxi drivers have their cabs in different colors - red, green, even silver. And soon the shape is going to change, too. London drivers have green badges on their jackets. They have to know all the routes around the capital perfectly.

III SUMMING UP. Marks

Homework T: Do exercise 5 p. 125

Summarizing and Marks

T: - What did we do at our lesson today? - What did you like the most?

- You worked well and your marks are...

- Let's finish our lesson with the words.

I am a good pupil.

I am a better pupil.

I am the best pupil.

*Матеріали
до уроків
з теми "Харчування"*

Theme. Food

Lesson 1. Health Foods.

Objectives:

Practical: to revise the words and develop their vocabulary on the topic "Food"

- to present and practice Countable and Uncountable Nouns, use how much, how many, a lot of
- to improve reading, listening and speaking skills

Developing: to develop creative abilities

- to develop thinking, interactive communication

Social: to teach students to eat right food

Equipment: textbook, cards HO₁, HO₂

Procedure

I. Introduction

1. Greeting

T: Good morning, students! We've got a very interesting lesson today.

Ss: Good morning!

T: The weather is good.

What about your mood?

P: Very good (not bad excellent, fine, nice...)

T: But have a look at these nice and tasty vegetables (pepper and tomato).

Do you like them?

S1: Of course I do. It's big and nice.

T: Can we eat it?

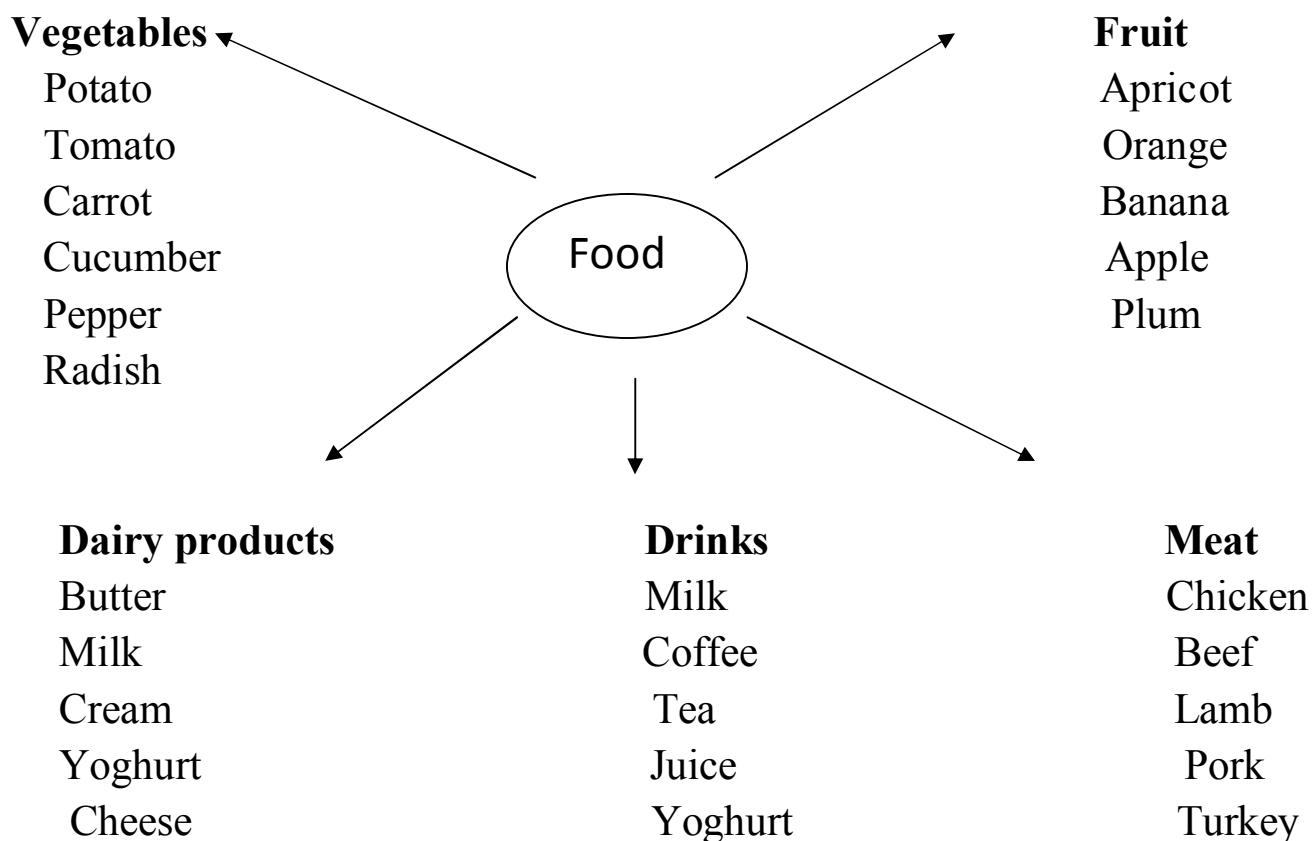
S: Of course, we can.

2. Aim. T: **The theme** of our lesson is: **"Food. Health Foods"**. The motto of the lesson is: The more we learn the more we know".

During our lesson we will speak about food. We'll discuss healthy and unhealthy food and your likes and dislikes in your eating habits.

3. *Warming-up.*

T.: What things do you associate with the word “**Food** “



II. The main part of the lesson .

1. Speaking

Ex.1p.63 T. Look at the picture and answer the questions.



1. What kinds of food and drinks do you see?
2. Which of these foods are healthy?
3. Which are unhealthy?
4. Which of these foods do

vegetarians eat?

T. Look at the picture to Ex. 1 and write two lists of products:

| Healthy Food | Unhealthy Food |
|--------------|----------------|
| | |

T. Work in pairs. Discuss your lists with your friend.

Pupil A. Ask pupil B questions about the things in his/her lists. Decide if your friend is a healthy eater.

My friend is a healthy(unhealthy) eater.

Pupil B. Answer the questions. Say how often you eat and drink the things in your lists: often, twice a week, etc.

-How often do you drink milk?

I usually drink milk every day.

-How often do you eat fruit?

I always eat fruit.

2. Vocabulary Practice

Food [U] - things that people or animals eat or drink: *She is a lover of good food.*

Food [C, U] - a specific type of food: *health foods, a can of dog food.*

Hot/cold/spicy/fatty food

Fresh food - *food such as vegetables and fruit.*

Frozen foods

Canned/tinned food - *food sold in cans.*

Junk food - *food that is full of sugar and fat and is bad for your health.*

Fast food - *food such as hamburgers, chips that people usually eat very quickly.*

3. Reading

Pre-Reading Activities

T. Do you know anything about diet? What is it? Is it necessary to keep to a diet?

keep

a balanced diet

consist

enough

daily menu

cereals

source of nutrients

provide

a combination

Reading

Ex.3p.64

We Are What We Eat

We all need food, but we must keep to a balanced diet. People say, "We eat to live, but we do not live to eat." A balanced diet consists of all the things you need to be healthy and to have enough energy during the day. You must eat well, but not too much of the same food: eat a sandwich, an apple and drink a glass of juice, for example.

There are four main food groups to build your daily menu of:

- 1)milk and dairy foods (including cheese, yoghurt);
- 2)meat and fish (including eggs and chicken);
- 3)vegetables and fruit (including green vegetables, root vegetables, fruit juice);
- 4)potatoes and cereals (including bread, pasta, rice).

Each group is a good source of nutrients. A nutrient is a chemical or food that provides the things you need to live and grow. A lot of meals are a combination of two or more of the main food groups.

We also eat other things: fat, oil, salt and sugar, for example. And of course, everyone eats snack foods (crisps, sweets, etc.). It's better to eat only a little of these, because they contain a lot of fat, sugar or salt.

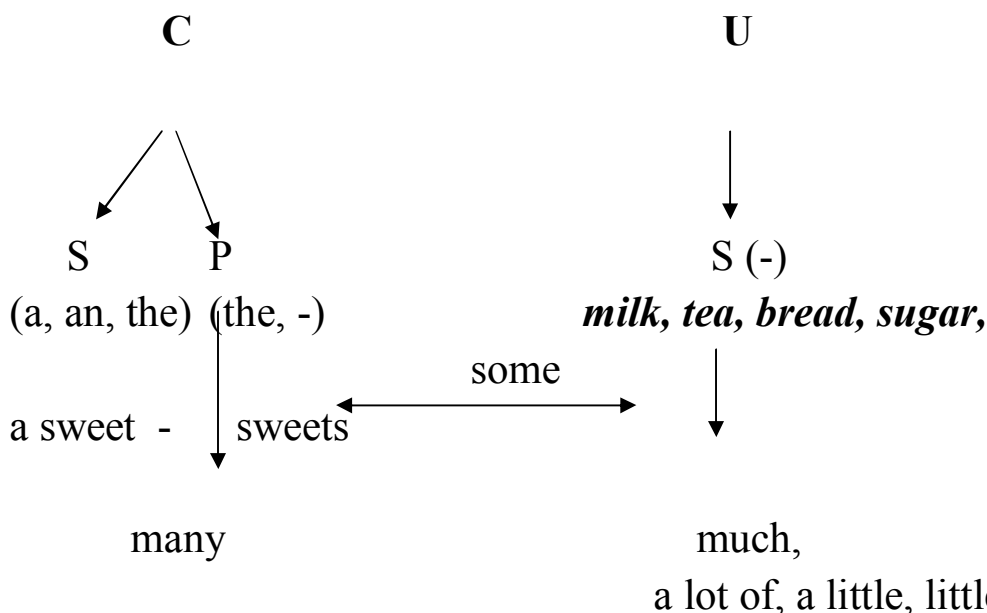
Post -Reading Activities

T. Read and complete the sentences.

1. You must eat well, but _____ .
2. A nutrient is _____ .
3. A lot of meals are _____ .
4. It's better to eat only a little of _____ .
5. Snack foods contain a lot of _____ .

4. Grammar Practice

Countable and Uncountable Nouns



We say: sugar, **some** sugar, **a lot of** sugar, **much** sugar, **a little** sugar (= not much sugar), **little** sugar (= almost no sugar).

? and - we use *any*

T. Complete the sentences with *a lot of*, *much*, *many*, or *little/a little*.

Steve doesn't usually eat _____ sweets.

Have we got _____ butter in the fridge?

There is _____ of meat in the freezer.

Is there _____ mineral water in the bottle?

There is _____ sugar in my cup of tea.

I think we need _____ flour to bake this cake.

There is _____ honey left in the jar. I need some more.

There are _____ plants on the windowsill.

Peter has got _____ English books in his home library.

Alan, do you drink much Cola? - No, Mum, only _.

_____ people know this traditional recipe.

I think, you need to add _____ more salt. The soup will taste better then.

III Summary

T: What is the conclusion?

We may say that

If you eat well ,you will stay healthy. And good health is above wealth.

T. Give your classmates advice on what food to eat to be healthy

| | | |
|----------------------------|--|--|
| You should shouldn't | | eat well; |
| | | drink a lot of water; |
| | | eat lots of fruit; |
| | | eat hamburgers and pizzas because they are |
| | | bad for our health |
| | | drink milk because it gives us energy and it's |
| | | good for our teeth; |
| | | eat too many biscuits. |

IV. Home assignment

Ex.7p.66 Write questions to the sentences below. Start them with

How much ...?or How many...?

1. Brian took two sandwiches to school yesterday.
2. Steve usually adds two spoons of sugar to one cup of tea.
3. Ann will buy one kilo of cheese tomorrow.
4. My mother drinks two cups of coffee every day.

or

Ex.9 p.66 Write about your eating habits. Do you keep to a balanced diet? What do you need to change in your meals? Use the phrases: *to be strong and healthy, to be active and lively, to keep fit, to look good; to keep to a healthy diet, to keep to a diet of fruit and vegetables, to eat a balanced meal, to eat at regular hours, to have good eating habits; to eat a lot of sweets, to eat fatty, spicy and salty foods, to drink fizzy drinks.*

Theme. Food

Lesson 4. In the Kitchen

Objectives: Practical:

- to revise the words on the topic "Food"
- to introduce new words and words combinations
- to revise grammar : tenses
- to develop reading, listening, writing, speaking skills

Developing:

- to develop creative abilities
- to develop thinking, interactive communication

Social: to teach students to take care about yourself.

Equipment: textbook, cards

Procedure

I Introduction

1. Greeting

T: Good morning, pupils! How are you today.

Ps: Good morning! We are fine, thank you!

2. Aim. Today we are going to speak about the kitchen and the things which help us to cook. We are also going to practice some grammar.

In the Kitchen

3. Check on homework

T: We revise the words

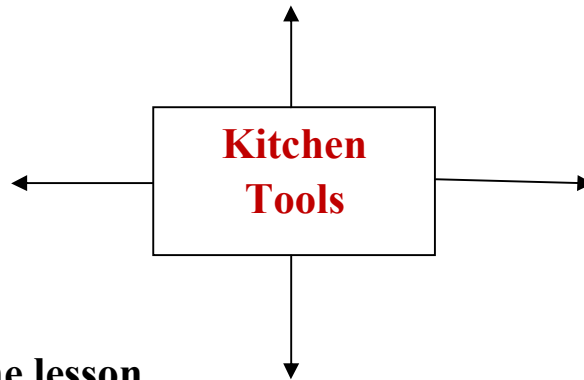
Food: Vegetables, Fruit, Dairy products, Drinks, Meat

Some pupils will do exercises. Put some, much, many, a lot of

| |
|--|
| How _____ sandwiches are there on the plate? |
| I don't like _____ sugar in my tea as I don't like sweet food. |
| We need _____ of apples for this cake. |
| How _____ bottles of milk shall I buy? |
| Don't buy cheese, we still have _____ in the fridge. |
| I think you should add _____ more pepper to the salad. |
| How _____ cans of Cola shall we take to the picnic? |
| My mother usually cooks _____ of pies with meat and cabbage. |
| We don't need _____ meat for this dish. |
| How _____ bananas do we need for this dessert? |

4. Warm up activities

1. Mind- Map



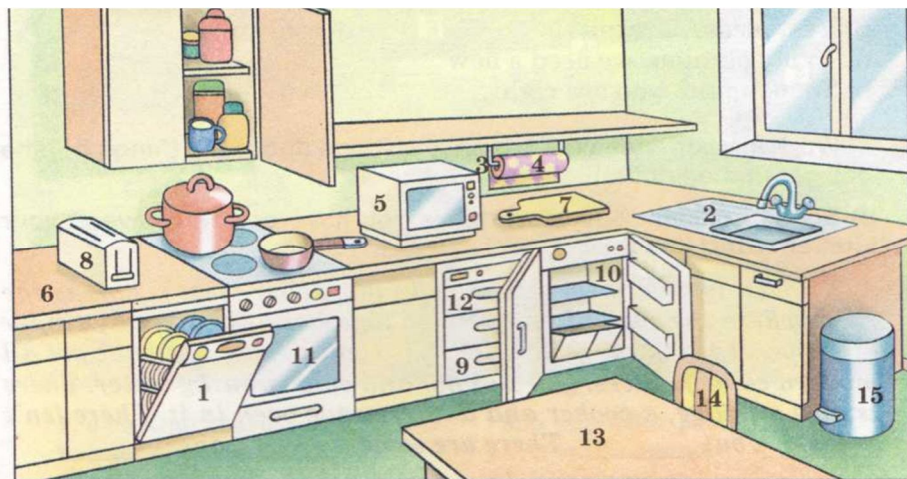
III. The main part of the lesson.

1. Presenting Vocabulary

Power Point Presentation “Kitchen”

2. T. Ex.1a p.73 Listen and repeat the words in the word bank.

A dishwasher, a kitchen sink, a paper towel holder, a paper towel, a microwave oven, a kitchen counter (worktop), a cutting board, a toaster, a freezer, a



refrigerator (fridge), an oven, an ice maker, a kitchen table, a kitchen chair, a wastebin.

2. Reading

1. Pre-reading activity

T: Do you often help your mother in the kitchen?

Do you know where the things are in your kitchen?

What things are there in your kitchen?

What things do you often use when you are in the kitchen?

2. Reading

T. Read, complete and act out the dialogues. Use the words from Ex. 1a.

1. A: May I help you?

B: Yes, please. Do you have _____ ?

A: Yes. _____ is right over there.

B: Thank you.

2.

A: Here is our kitchen.

B: It's really nice. Is there _____ in it?

A: No, we haven't got one, but I think we'll buy it soon. We have bought a new _____ this month.

B: Oh, it's a very modern one. I think you have made a nice choice.

3.

A: Uh-oh! I have just spilled coffee on _____!

B: That's OK. Don't worry about that.

4. A: Where can I find _____, Mum?

B: Have you looked on _____ ?

A: Yes, I have.

B: I think you should _____.

A: Oh yes. Here it is. Thank you, Mum.

4. A: Can I help you with the cooking?

B: Yes, please. I think the _____ doesn't work.

A: In my opinion, we need a new _____.

B: To my mind, you are right.

4. *Watching Video*

1. *Before you watch*

T. Do you want to know what kind of food English teachers like?

Do they cook at home?

What is the worst meal they have ever had?

2. While you watch

| Name and Surname | What food do you like? | Do you cook at home? | What is the worst meal you have ever had? | What is your favourite restaurant in Hong Kong? |
|------------------|------------------------|----------------------|---|---|
| | | | | |
| | | | | |
| | | | | |

| Name and Surname | What food do you like? What food you don't like? | Do you cook at home? | What is the worst meal you have ever had? | What is your favourite restaurant in Hong Kong? |
|------------------|---|--|---|---|
| Martin Chan | Lasagna+ Eggplant, durian- | +Honey glazed gammon with ham - | A tin of soup | A Japanese restaurant |
| Vikki Rixon | Pizza+ Jelly- | +Italian food, some Chinese food and English | School dinner | A Korean restaurant |
| James Bond | Sushi+ Hamburgers, potatoes chips- | -cooking options are limited | Indian food | The restaurant Hong Kong Park |

3. After you watch

T. Ask your friends these questions.

5. Grammar Practice

T. Put the verbs in brackets into the correct form.

1. The Parkers _____ (to buy) a new dishwasher last month.
2. You should _____ (to keep) raw meat in the refrigerator.
3. Ann is in the kitchen. She _____ already _____ (to wash) the dishes.
4. The dishes are too greasy. Use the washing liquid _____ (to wash) them!
5. Jack _____ (to look for) an ice maker when his mother _____ (to come) into the kitchen.
6. Dan _____ (to scrub) the kitchen sink before his mother _____ (to come).

III Summary

T: Our lesson has come to the end, so let's sum up our results. Thank you very much for active work and I hope our lesson was interesting for you.

- What are your impressions of today's lesson?
- Did you like to speak about food? kitchen?
- What did you like to do at the lesson best of all?

IV. Home assignment

Write about the modern conveniences you have in your kitchen. What do you and your family members do in this part of your house (flat)?

Theme. Food

Lesson 7. My favourite food. Marvelous Muffins_____

Objectives: Practical

- to revise the words on the topic "Food"
- to work in pairs
- practice the patterns with *to let smb do smth/to be allowed to do smth*
- to develop reading, listening, writing, speaking skills

Developing:

- to develop creative abilities
- to develop thinking, interactive communication

Social: to teach pupils to be responsible .

Equipment: textbook, cards, multimedia system, video “Food in Britain”

Procedure

I Introduction

1. Greeting

T: Good morning, pupils! How are you today.

Ps: Good morning! We are fine, thank you!

2. Aim. Today we are going to watch video about “Food in Britain , read about “Marvelous Muffins”. We are also going to practice grammar.

My favourite food. Marvelous Muffins

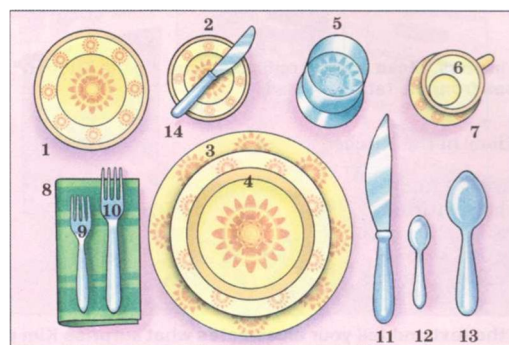
3. Check on homework

- a. *A knife, a teaspoon, a soup spoon,
a salad plate, a bread-and-butter plate,
a dinner plate, a salad fork, a dinner fork,
a butter knife, a saucer, a napkin, a soup bowl, a water glass, a cup*

b. T. **Work in pairs. Act the dialogues.**

A: What are you looking for?

B: I'm looking for the ____ . Do you know where it is?



A: Did you look in the cupboard?

B: Yes. I looked everywhere.

c. T. Tell us about your favourite Ukrainian dish.

d. T. Change the sentences as in the example

My mum let me go for a walk.-I am allowed to go for a walk.

His father let him eat more fruit.-

Her sister let her drink as much juice as she want.-

3. Warm up activities

T. Read and match the words with their definitions.

| | |
|---|------------------|
| A wooden or plastic thing for chopping food. | a cutting board |
| A pot for frying food. | a frying pan |
| A gadget to frying bread. | a toaster |
| A special bucket for rubbish. | a wastebin |
| A gadget for heating food. | a microwave oven |
| To prepare something by putting several ingredients together. | to combine |
| To cook something by dry heat in an oven. | to bake |
| To make things together in a whole. | to mix |

IIThe main part of the lesson .

1. Reading

1. Pre-reading activities

T. Look at the picture and say what will be about this text.

2. Reading

3. T. Read the text and tell your classmates what surprise Kim prepared for her parents.

Kim's Surprise

Even though it was Saturday, Kim rolled out of bed early. She looked out of the window. A thick blanket of snow covered the ground.

"It's a good day for a warm breakfast," Kim thought. "I'll surprise mum and dad with some muffins." She found the recipe in a cookery book. Then she measured the things she needed:



- 1 egg
- 2 tablespoons sugar
- $\frac{3}{4}$ cup milk
- 2 cups baking mix
- $\frac{1}{2}$ cup brown sugar
- $\frac{1}{2}$ teaspoons cinnamon

First, she set the oven at 140°C so it would have time to heat up. Then she put twelve paper baking cups into a muffin pan. She mixed the egg, sugar, milk, and baking mix in a large bowl. She poured the lumpy batter into the baking cups so each was about two-thirds full. Next she stirred the brown sugar and cinnamon together. Last, she sprinkled the mixture on the muffins.

Kim put the muffins into the oven to bake for fifteen minutes. The oven began to heat.

Kim was reading a book while she was waiting for the muffins to be ready. As soon as the muffins were done, she invited her parents for breakfast.

"Mmm, these were worth waiting for," she said as she bit into a warm buttered muffin. "I think I'll call these Kim's Surprise!" "I like muffins! They were certainly not as popular when I was growing up as they are now - now, of course, there are muffins shops, and doughnut shops sell muffins, too. But nothing can compare to a homemade muffin, fresh from the oven! You are a good cook, Kim," her mum said.

"Thank you for such a delicious surprise," the father added.

4. *After-reading activities*

T. Look through the text above and make a list of the verbs that describe the process of cooking. Let make the poster

Favourite English desert

Marvelous Muffins

The recipe



You will need

- 1 egg
- 2 tablespoons sugar
- $\frac{3}{4}$ cup milk
- 2 cups baking mix
- $\frac{1}{2}$ cup brown sugar
- $\frac{1}{2}$ teaspoons cinnamon

What to do

1. To set the oven at 140°C.
2. To put twelve paper baking cups into a muffin pan.
3. To mix the egg, sugar, milk, and baking mix.
4. To pour the lumpy batter.
5. To stir the brown sugar and cinnamon together.
6. To sprinkle the mixture on the muffins.
7. To put the muffins into the oven to bake for fifteen minute.

2.Watching video

Before you watch

Do you know anything about food in Britain? Try this quiz.

Quiz Window

- 1 Write the names of some traditional British food in the box below:

- 2 Answer these questions:

- a What do milkmen do?
- b Do British people often eat bacon and egg for breakfast?
- c When do British people usually have lunch?
- d When do they usually have their evening meal?
- e Does London have a lot of foreign restaurants? From how many different countries?
- f Do British people really eat a lot of fish and chips?

Word Window

Find the names of the food in the Word square.



While you watch
1min 42 sec

Key

Mr Robinson: bakan, egg, sausages, tomato and fried bread.

Tom: toast with jam or marmalade, juice.

Julia: milk with cereal.

While you watch

Sequence 1

(from the beginning to: *Only four hours to lunch!*)

- 1 Watch the sequence WITHOUT sound and fill in the table.

- What do these people have for breakfast?



Mr Robinson



Tom



Julie

2. 1min 00 sec(2.42)

Key : 1. in the street, at a café,
in the kitchen.
2. An hour, supermarkets,
prepare, main meal, fish and
vegetables

Sequence 3
(up to: ... and so are Thai and Italian.)

Watch the sequence and tick (✓) the restaurants you see.

- What nationality are the restaurants you see?
- Which restaurants are very popular?

Sequence 2

(up to: Pizza and pasta are popular too.)

- Watch the sequence WITHOUT sound and tick (✓) the places you see.
 - Where do people eat in Britain?

| | | | |
|-----------------|--------------------------|--------------------|--------------------------|
| in the street | <input type="checkbox"/> | in the dining-room | <input type="checkbox"/> |
| at a café | <input type="checkbox"/> | in the kitchen | <input type="checkbox"/> |
| in a restaurant | <input type="checkbox"/> | | |
- Watch again with sound and complete these sentences.
 - At lunch-time people usually only have a break of _____.
 - Most people buy their food from _____.
 - You don't _____ convenience food.
 - Most people have their _____ in the evening.
 - People have meat or _____ and _____.

(for the next lesson)

3. 0min 69 sec(3.11)

Key : 1. 1-4,6,7

2. Korean, Chinese, Indian, Thai, Italian, France, Japan, Latin American, Mexico.

3. Chinese, Indian, Thai, Italian

4. 0min 27 sec(3.11)

Key: 1c 2.f 3e 4d 5b 6a

Sequence 4
(up to: ... pasta with loads of cheese on top.)

Watch the sequence and match the pictures to the correct speech bubbles.

Sequence 5
(to the end)

Watch the sequence and answer these questions.

- What does Leonie have on her fish and chips?
- How much do the fish and chips cost?
- How many servings of fish and chips do British people eat a year?
- What's Leonie's favourite food?

Review

Go back and check the Quiz Window. Add to or change your answers. Watch the unit again if necessary.

III Summary

T: Our lesson has come to the end, so let's sum up our results. Thank you very much for active work and I hope our lesson was interesting for you.

V. Home assignment

Prepare your project "The best Recipe Ever!"

Make a poster "The Best Recipe Ever!" Decide on a recipe of a dish you would like to share with your classmates. What country is it from? What are the main ingredients? Write the recipe and decorate the poster with pictures.

Висновки

Сьогодні вчителеві необхідно зламати стереотип прив'язаності до підручника і широко використовувати свіже джерело актуальних автентичних матеріалів, які допоможуть учням після закінчення школи вміти вільно вести бесіду з іноземцями, знати ідіоми, фразеологізми, крилаті вирази, вірші, пісні й використовувати їх в усному та писемному мовленні.

Організую навчально-виховний процес з використанням автентичних матеріалів так, щоб мої вихованці вільно почували себе в іншомовному середовищі.

Це надихає учнів. Адже, як сказав сер Джон Лаббок «Не так важливо те, чого слід навчити кожну дитину, а те, щоб кожній дитині дати бажання вчитися». Головна моя мета – захопити учнів вивченням англійської мови; підтримати інтерес дитини до школи; зосередити увагу на успіхах і перемогах, навіть незначних; працювати на уроках за правилом «Менше вчителя – більше учня». Емоційний стан дитини вважаю важливим фактором успішного навчання, тому у педагогічній діяльності керуюсь гаслом *«Учитель – це скрипка дитячих сердець: як поведе смичком, таку мелодію й почує»*.

Практичне значення досвіду полягає в тому, що ці матеріали можуть бути використані вчителями англійської мови при плануванні та здійсненні навчально-виховного процесу з предмету, в організації позакласної роботи.

Перспектива досліджуваної теми – детальніша розробка моделі формування комунікативної компетентності як невід'ємної складової випускника сучасної школи.

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Холод Людмила Миколаївна народилася 2 серпня 1976 року в селищі Клесів, Сарненського району, Рівненської області. Закінчила факультет початкового навчання з додатковою спеціальністю «фізичне виховання» Сарненського педучилища (1996) та Рівненський державний гуманітарний університет (2003). З 1996 по 2000 рік працювала в Клесівській загальноосвітній школі І-ІІІ ст. З 2000 року працює в Броннівській загальноосвітній школі. Вчитель І категорії. Призер районного конкурсу-ярмарку педагогічних ідей 2011 року, лауреат І туру Всеукраїнського конкурсу "Вчитель року - 2012" в номінації «Англійська мова»