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**Миколаївська загальноосвітня школа І-ІІІ ступенів № 17
імені Саражана В. Г.
Миколаївської міської ради Миколаївської області**

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ПРАКТИКУМ З АНГЛІЙСЬКОЇ та НІМЕЦЬКОЇ МОВ

Збірник фонетичних, лексичних та граматичних вправ

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ВСТУП

«Головна мета української системи освіти – створити умови для розвитку і самореалізації кожної особистості як громадянина України, формувати покоління, здатні навчатися упродовж життя, створювати й розвивати цінності громадянського суспільства»

(Із Національної доктрини розвитку освіти. URL: <https://osvita.ua/legislation/other/2827/>)

Завдання сучасної школи – це виховання конкурентоспроможної особистості, здатної до самовиховання та самоосвіти. Сучасний учитель повинен не лише давати знання, а й формувати інтелектуальну творчу особистість, адаптовану до сучасних вимог і здатну діяти в різних проблемних ситуаціях.

Робота вчителів іноземних мов спрямована на розвиток у здобувачів освіти знань, умінь та навичок з англійської та німецької мов, необхідних для успішної самореалізації відповідно викликам часу. У своїй професійній діяльності вчителі використовують різні методи викладання з метою підвищення в учнів інтересу до вивчення іноземних мов, до їх практичного використання. В освітньому процесі стали ширше використовувати такі форми роботи як моделювання уроків, їх фрагментів і презентацій, розробка творчих знань і тестів, хвилини спілкування, впроваджуються сучасні інформаційно-комунікаційні технології.

Діяльність вчителів іноземних мов спрямована на вирішення таких **завдань**:

- підвищення мотивації навчальної діяльності учнів, ефективності засвоєння ними навчального матеріалу;
- розвиток пізнавального інтересу учнів до вивчення іноземних мов через використання інноваційних форм і методів роботи;
- пошук шляхів вдосконалення уроку;
- розвиток і вдосконалення всіх видів мовленнєвої діяльності учнів.

Збірка представляє собою комплекс вправ спрямованих на розвиток ключових компетентностей учнів 1-12 класів на уроках англійської та німецької мови та формування іншомовної комунікативної компетентності через інтерактивні форми і методи навчання.

ФОНЕТИКА

Голосні та приголосні букви в англійській мові

Розробник вправ: Веселова Катерина Вадимівна

В англійському алфавіті налічується 26 букв, з них 24 приголосних: [N], [S], [p], [k], [w], [f], [n], [d], [C], [l], [G], [s], [z], [r], [T], [j], [D], [Z], [g], [h] [b], [t], [m], та 6 позначають **голосні** (дифтонги та монофтонги): O, A, U, I, E, Y. Буква “y” вважається як приголосний, так і **голосний** звук.

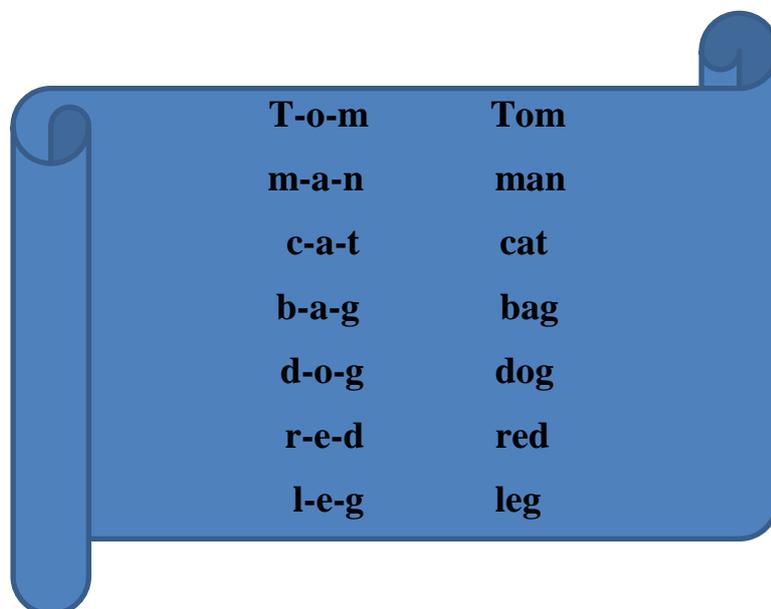
Групи приголосних:

Приголосні звуки класифікують на :

<i>a) співвідношення голосу і шуму</i>			<i>b) артикуляцією</i>
• приголосні діляться на шумні (глухі та дзвінкі) і сонорні.			
Глухі [t], [p], [θ], [tʃ], [k], [s], [f], [ʃ], [h].	Дзвінкі -[d], [z], [dʒ], [b], [v], [ð], [g], [z].	Сонорні (сонанти) [r], [l] [m] [w], [n], [j],	губно-губні, [b], [p], [w], [m]. губно-зубні [F], [V]; передньоязичні [Z], [ð], [D], [T], [z], [s], [dʒ], [l], [r], [ə], [n], [f], середньоязичний [j]; задньоязичні [ŋ] [g], фарингальний [h].

Exercise 1

Прочитай стовпчики слів



Exercise 2

Обведи лише сонорні звуки

[N], [S], [p], [k], [w], [f], [n], [d], [C], [l], [G], [s], [z], [r], [T], [j], [D], [Z], [g], [h] [b], [t], [m],

Обведи лише глухі звуки

[t], [j], [p], [θ], [tʃ], [k], [s], [f], [ʃ], [h], [g].

Exercise 3

Плесніть в долоні , якщо почуєте голосний звук .

[N], [æ] [S], [i:] [p], [k], [w], [e] [f], [n], [d], [i] [C], [l], [G], [s], [z], [r], [T], [j], [D], [Z], [g], [h] [b], [t], [m]. [ei], [ai].

ВІДКРИТІ ТА ЗАКРИТІ СКЛАДИ

Розробник вправ: Лаврік Анастасія Юріївна

	I тип – відкритий склад	II тип – закритий склад	III тип (голосна + r)	IV тип (голосна + r + e)
a	[eɪ] frame	[æ] bag	[ɑ:] star	[eə] rare
o	[əʊ] nose	[ɒ] stop	[ɔ:] sport	[ɔ:] store
e	[i:] be	[e] get	[ə:] person	[ɪə] here
u	[ju:] music	[ʌ] bus	[ə:] turn	[jʊə] sure
i	[aɪ] bike	[ɪ] bin	[ə:] sir	[aɪə] tired
y	type	gym		Tyre

Вправа 1.

Прочитай подані слова та вкажи тип складів.

Kate, cab, nice, ten, chess, side, cake, cup, bone, sad, lake, river, time, jam, milk, snake, crocodile, bath, brush.

Вправа 2.

Випиши в табличку слова: у першу колонку з відкритим складом, у другу – із закритим.

He, hill, wave, bird, box, pin, cat, dog, ill, table, baby, city, sky, zebra, track, tram, taste, rock, note, no, pillow, ice.

Вправа 3.

Напиши транскрипцію слів.

Name, game, man, jam, art, fire, plate, cap, next, skate, bed, get, we, open, home, hate, brave, fine, hat, take.

Вправа 4.

Обведи слова, у яких ВІДКРИТИЙ склад.

Lot, nose, stop, text, open, me, plate, dark, like, nice, nine, flag, more, pet, back, black, safe, skip, drive, side, five, fix, film, risk, life.

ГРАМАТИКА

Артикли

Розробник вправ: Веселова Катерина Вадимівна

Неозначений артикль **a** та **an**

a	an
Вживається перед іменниками , які починаються з приголосних . A pen , a book, a ruler	Вживається перед іменниками , які починаються з ГОЛОСНИХ, виняток an hour An apple, an egg, an orange

Exercise 1

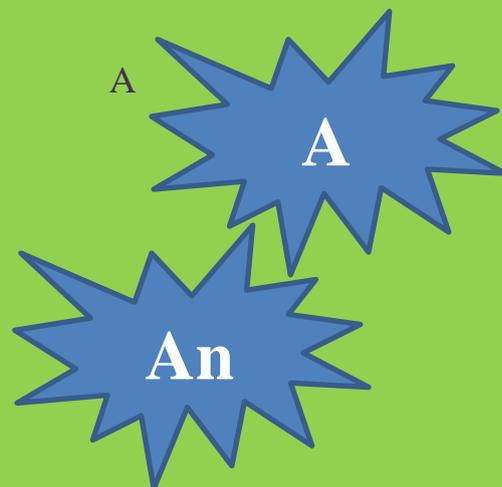
Встав артикль «a» або «an»

- | | |
|------------|----------------------|
| ___ cat | ___ good boy |
| ___ test | ___ interesting film |
| ___ story | ___ angry dog |
| ___ animal | ___ potato |
| ___ idiot | ___ orange |

Exercise 2

З'єднай слова з відповідним артиклем

scarf
horse
sandwich
elephant
doctor
event
car
ice-cream



Exercise 3

Знайди та обведи неправильний варіант

1. A girl, a train, a apple , an egg, a cake
2. An orange , a elephant ,an onion , an hour
3. An pencil, a book, a pen , a school , a bag
4. A notebook, a dog , a rubber, a schoolbag , an rabbit
5. A sandwich , an ice-cream , an sausage, a banana, an orange

МОДАЛЬНІ ДІЄСЛОВА

Розробник вправ: Лаврік Анастасія Юріївна

Модальне дієслово	Використання модального дієслова	Приклад
can	уміння, пропозиція, прохання (у теперішньому часі)	We can swim. Can she help me? Can you come with me?
can't	упевненість у неможливості дії	Your words can't be true!
be able to	уміння (фізична дія)	She is able to sing any song in the world.
could	уміння, прохання, пропозиція (у минулому часі)	Could I use your computer, please? Mariia could swim, when she was five years old.
may	вірогідність дії, формальне прохання	May I borrow your phone?
might	вірогідність	It might be quicker to work together.

must	обов'язок; упевненість у правдивості чого-небудь	You must be at school now!
mustn't	заборона	You must not use your phone here!
have to	обов'язок	I have to study 5 days a week.
don't have to	відсутність обов'язку	I don't have to get up early.
need to	потреба, обов'язок	We need to practice a lot.
needn't	відсутність потреби, обов'язку	You needn't study at night.
should	порада, думка	You should take an umbrella. It's rainy today.
ought to	порада, думка	You ought to visit your grandparents.

Вправа 1.

Встав пропущене модальне дієслово в кожному реченні.

1. You _____ study more.
2. _____ you lend me \$120?
3. _____ she go home? She doesn't feel well.
4. My mum _____ speak Ukrainian, Russian, German, English.
5. I'm sorry, but you _____ use my phone.
6. Mum, _____ I go outside with friends?
7. They _____ finish this deal by the end of the year.
8. _____ I borrow your pencil?

Вправа 2.

З'єднай визначення модального дієслова із самим модальним дієсловом відповідно.

- | | |
|----------------------|-----------|
| 1. Opinion / Advice | a. can |
| 2. Ability (present) | b. must |
| 3. Ability (past) | c. should |

- | | |
|------------------------------------|------------------|
| 4. Rules, orders from other people | d. could |
| 5. Obligation, necessity | e. have to |
| 6. Prohibition | f. don't have to |
| 7. Something is not necessity | g. mustn't |

Вправа 3.

Переклади речення англійською мовою.

1. Ти повинен закінчити це завдання сьогодні.
2. Тобі слід відвідати свою бабусю.
3. Вона б хотіла піти з нами.
4. Він був змушений це зробити.
5. Хочете ще пирога?

ЧАСТИНИ МОВИ

Розробник вправ: Лаврік Анастасія Юріївна

Part of speech	Function	Example	Sentence
Іменник / Noun	thing or person	map, boy, crocodile, tree, seesaw, school	This is my phone. Mykolaiv is my favorite city.
Прикметник / Adjective	describes a noun	big, beautiful, awful, good, red	I like red apples. You are beautiful.
Дієслово / Verb	action or state	cook, get, have, love, hate, go, close	I have four new books. I love my family.

Вправа 1.

Знайди серед поданих слів іменники та підкресли їх, а потім знайди дієслова та обведи їх.

CAT WINDOW PAY MONEY SWIM BATTERY CHARGE COME CUT
CAKE COUNTRY BUY MAKE HOUSE JOB TAKE PART PLAY
PLAYGROUND STAY STATION IDEA PROFESSOR

Вправа 2.

Склади та запиши речення з поданими дієсловами, прикметниками, іменниками.

decide	great	computer
leave	funny	show
do	cool	day
get	exciting	shell
have	important	ship
read	alone	storm
fish	shy	ice cream
paint	angry	sunglasses

Вправа 3.

Впиши пропущені букви в подані іменники та дієслова. Склади з ними речення.

Br_s_ my t_et_, g_t dr_ss_, h_v_ br_a_kf_s_, c_t_h the b_s, w_l_ to sc_o_l.

Вправа 4.

Переклади подані речення.

1. Я читаю комікси кожного дня.
2. Він фотографує природу.
3. Ми граємо у волейбол кожної п'ятниці.
4. Вони зараз грають в шахи.
5. Мій тато любить рибалити.
6. Той хлопець добре катається на скейті.
7. Увімкни, будь ласка, світло в кімнаті.
8. Моя сім'я вирішила подорожувати різними країнами.

9. Сьогодні вона покидає країну.

10. Я іноді допомагаю своїм батькам прибирати в будинку, готувати обід, ходити за покупками.

Present Simple

Розробник вправ: Веселова Катерина Вадимівна

Present Simple

Affirmative	Negative	Interrogative
I play	I don't play	Do I play ?
He plays	He doesn't play	Does he play?
She plays	She doesn't play	Does she play?
We play	We don't play	Do we play ?
You play	You don't play	Do you play ?
They play	They don't play	Do they play ?

Exercise 1

Утвори стверджувальну форму речення в Present Simple

1. Tom tennis very well (play)
2. His friend in a big house (live)
3. Olha ... milk very often (drink)
4. My son ... songs every day (sing)
5. She ... to climb (like)
6. A cat ... milk (like)
7. Tamara ... the flowers every day (water)

Exercise 2

Утвори заперечну форму речення в Present Simple

1. I live in Ukraine
2. Tom and Bill plays computer game every day
3. Ira often listens to music
4. Vicky has five lessons every Monday
5. My friends wake up at 12 o'clock on Saturdays
6. I always drink coffee in the morning
7. Mira goes swimming every Wednesdays

Exercise 3

Утвори питальну форму речення в Present Simple

1. I and my friends visit our grandparents every summer
2. They always watch cartoons with their parents
3. My brother climbs trees in the garden
4. My parents don't like nuts
5. Tania writes the letter every Sunday
6. Ihor and his friend walk the dog every day
7. I like to dance in my room .

PRESENT CONTINUOUS

Теперішній тривалий час

Розробник вправ: Лаврік Анастасія Юріївна

Схема стверджувального речення	Коли вживаємо	Приклад
I + am + reading (now, at the moment).	Вживаємо, коли мова йде про дію, яка відбувається в момент	I am dancing now. I am working now. I am sleeping now.

He, She, It + is + sleeping (now, at the moment).	мовлення (зараз). Також вживається щодо запланованої дії, яка точно відбудеться.	She is cooking now. He is eating now. It is raining now.
You, We, They + are + swimming (now, at the moment).		You are reading now. We are walking now. They are swimming now.

Схема заперечного речення	Приклад
I + am + not + reading (now, at the moment).	I am not dancing now. I am not working now. I am not sleeping now.
He, She, It + is + not + sleeping (now, at the moment).	She isn't cooking now. He isn't eating now. It isn't raining now.
You, We, They + are + not + swimming (now, at the moment).	You aren't reading now. We aren't walking now. They aren't swimming now.

Схема питального речення	Приклад
Am + I + reading (now, at the moment) ?	Am I reading now?
Is + he, she, it + sleeping (now, at the moment) ?	Is she cooking now? Is he eating now?
Are + you, we, they + swimming (now, at the moment) ?	Are you sleeping now? Are they swimming now?

Вправа 1.

Обери правильний варіант допоміжного дієслова в кожному реченні.

1. He *am/is/are* riding a bike today.

2. The athletes *am/is/are* running really fast.
3. We *am/is/are* watching a very good film.
4. My mom *am/is/are* cooking a dinner.
5. My brothers *am/is/are* playing football.
6. They *am/is/are* going to the theatre tonight.
7. We *am/is/are* taking photos.
8. She *am/is/are* drinking tea.
9. Mark *am/is/are* watching videos.
10. Kate *am/is/are* eating pasta.

Вправа 2.

Доповни речення словами з таблички.

playing	working	reading	sleeping	doing
riding	driving	taking	walking	going

1. He is _____ his homework now.
2. The children are _____ now.
3. My sister is _____ to Kyiv now.
4. My mom is _____ on a project right now.
5. My brother is _____ badminton now.
6. My grandpa is _____ the newspaper.
7. They are _____ bikes in the park.
8. He is _____ photos right now.
9. We are _____ to a party now.
10. They are _____ in the park now.

Вправа 3.

Доповни речення за допомогою *am/is/are*.

1. She ____ reading a book now.
2. _____ he fixing his car?

3. ____ they cooking dinner?
4. We ____ not going shopping now.
5. What ____ they doing? They ____ writing an essay.
6. He ____ not driving now, he ____ working.
7. I ____ playing guitar now.

Вправа 4.

Утвори правильні форми дієслів для Present Continuous.

play	playing
come	coming
run	running
fry	
take	
go	
work	
write	
watch	
learn	
talk	
sit	

Вправа 5.

Переклади подані речення у Present Continuous.

1. Вони зараз грають у футбол.
2. Моя мама готує торт на завтрашню вечірку.
3. - Що ти робиш?
- Читаю книгу.
4. Ти дивишся телевізор зараз?
5. Він бігає із собакою в парку зараз.

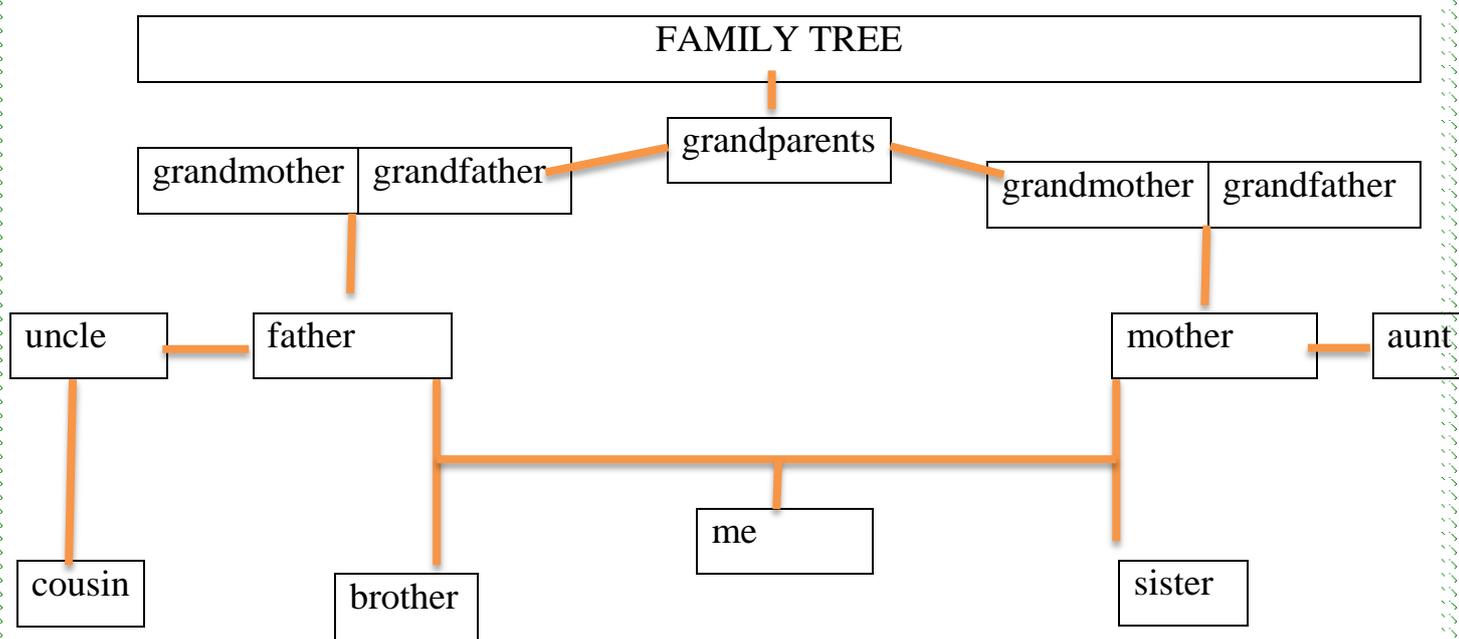
6. Вони не грають в шахи, вони співають.

7. Цього вечора я буду читати книгу.

ЛЕКСИКА

СІМ'Я

Розробник вправ: Лаврік Анастасія Юріївна



Вправа 1.

Гра “Snowball” (учні по черзі повторюють по реченню за вчителем спочатку українською мовою, потім англійською).

Мої батьки - найдорожчі люди в моєму житті. Мої батьки - найдорожчі люди для мене в усьому світі. Мої батьки - найдорожчі люди. Я це розумію, хоч іще маленький. Я це розумію, хоч іще маленький. Вони багато що роблять для мене. Мої батьки багато що роблять для мене, тому я їм вдячний. Я вдячний своїм батькам за те, що я здоровий, вчуса в школі. Я вдячний своїм батькам за їжу, одяг та любов до мене. Я вдячний своїм батькам і зроблю все, щоб вони були щасливі. Я зроблю все, щоб мої батьки були щасливі. Буду гарно вчитися та гарно себе поводити.

My parents are the dearest people in my life. My parents are the dearest people to me in the whole world. My parents are the dearest people. I understand that, though still small. I understand that, though still small. They do a lot for me. My parents do a lot for me, so I'm grateful to them. I am grateful to my parents for the fact that I am healthy, I study at school. I am grateful to my parents for food, clothes and love for me. I am grateful to my parents and will do my best to make them happy. I will do my best to make my parents happy. I will study well and behave well.

Вправа 2.

Знайди слова та випиши їх.

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

Вправа 3.

Доповни речення.

1. My name is _____. I am _____ years old.
2. My mother's name is _____. She is _____ years old. She is a/an _____.
3. My father's name is _____. He is _____ years old. He is a/an _____.
4. My grandmother's name is _____. My grandfather's name is _____.
5. My sister's name is _____. My brother's name is _____.

ПРИРОДА

Розробник вправ: Лаврік Анастасія Юріївна

Вправа 1. «Уяви собі».

Уяви собі, як ти прокинувся прекрасним ранком у суботу, ти весь день можеш відпочивати. Оскільки погода на вулиці хороша, ти вирішуєш піти на прогулянку. Що ти там побачиш?

Підказки:

sky	[skaɪ]	небо
cloud	[klaʊd]	хмара
sun	[sʌn]	сонце
tree	[tri:]	дерево
river	[ˈrɪv.ə]	річка
flower	[flaʊə]	квітка
sea	[si:]	море
grass	[grɑ:s]	трава
snow	[snəʊ]	сніг
rocks	[rɒks]	каміння
forest	[ˈfɒr.ɪst]	ліс
ice	[aɪs]	лід
leaves	[li:vz]	листя
lake	[leɪk]	озеро
beach	[bi:tʃ]	пляж
road	[rəʊd]	дорога
field	[fi:ld]	поле
animal	[ˈæn.ɪ.məl]	тварина

Вправа 2.

Відгадай, про що йде мова.

1. Blue, with yellow spot, birds fly there (**sky**).

2. It can be of different colors and it smells good (**flower**).
3. It barks and protects its owner (**dog**).
4. They appear at night (**stars**).
5. They always sing, especially when the weather is fine (**birds**).
6. It's cold and it can blow everything away (**wind**).

Вправа 3.

Розстав букви в правильному порядку. Підказка: це назви тварин.

eersh - _____

igp - _____

nteleaph - _____

ardpole - _____

fferaig - _____

greit - _____

rooagnak - _____

ionl - _____

resoh - _____

uesom - _____

yeknmo - _____

bbtira - _____

Вправа 4.

Прочитай текст про Аню, переклади та перекажи його та розкажи про свої враження.

Today Ania woke up in a bad mood. She got up late. Ania quickly washed her face, brushed her teeth, got dressed and went to school. But she was already very late. When Ania came to school, everyone looked at her so strangely.

- What happened? Why are you looking at me like that?
- You... You have that... thing... on your head.
- What?!

Ania ran to the mirror and saw... that!

- The bug!!! What... What should I do???

As Ania didn't chase the bug away, it didn't fly away. And it turned out to be an unusual bug. It's not alive. Yesterday Ania's mom pinned a brooch to her hat. And this brooch is a bug!

ШКОЛА

Розробник вправ: Веселова Катерина Вадимівна

Teacher - вчитель

Students- учні , студенти

Book- книга

Crayons –кольорові олівці

Backpack- ранець

Glue- клей

Scissors - ножиці

Computer- комп'ютер

Ruler- лінійка

Pencil – олівець

School bus- шкільний автобус

Numbers - числа

Lunchbox- ланч-бокс

School – школа

Exercise 1

Встав пропущені букви та переклади слово на англійську мову

T__cher –

St_den_s-

B__k-

Cra_ons –

B_ck_ack-

G__e-

Sci__ors -

C__mp__ter-

R__ler-

Exercise 2

Обведи «зайве» слово

1. Teacher, students, book, roof, crayons
2. Flower , computer, scissors , bag , pen
3. Ruler, TV, school bus, pencil, glue
4. School , lunchbox , moon, backpack, pencil
5. Maths , Art, Music, English, Tom

Exercise 3

Гра «Хто тут ? Що тут?»

На дошці прикріплені малюнки з вивченої теми .Один учень виходить до дошки та стає обличчям до всього класу. Вчитель показує будь-який малюнок , а учень повинен відгадати .

- Is it a book?
- Yes, it is. No, it is not.

ПОЗАКЛАСНІ ЗАХОДИ

Розробник вправи: Василевич Юлія Валеріївна

Quest «English vs Deutsch»

Клас: 7А, 7Б

Мета: підвищувати пізнавальний інтерес учнів до іноземної мови; вчити сприймати на слух іноземні слова; розвивати пам'ять, увагу, мислення учнів; розвивати вміння працювати в групах; виховувати повагу один до одного, інтерес до вивчення англійської німецької мов.

Хід заняття

1. Привітання

Good afternoon! Guten Tag!

2. Вікторина «Чи знаємо ми країни, мови яких вивчаємо?»

Учні вибрали номери питань, на які будуть відповідати. Оцінюється повнота і правильність відповіді.

1. Who discovered America?
2. Wie heißt die Hauptstadt Österreichs? Wien.
3. What is the national symbol of the USA?
4. Nennen Sie, bitte, die deutschsprachige Staaten (Deutschland, die Schweiz, Österreich, Liechtenstein, Luxemburg).
5. What is the symbol of England?
6. Die Hauptstadt Deutschlands ist ...
7. What is the capital of the USA?
8. Übersetze ins Deutsche « я тебе кохаю»?
9. Where is the Statue of Liberty?
10. How many stars does the American flag have?
11. Translate in English «I love you».
12. What is Union Jack?
13. Wie heißt die Hauptstadt Englands?

14. When is Halloween celebrated?

2. Конкурс загадок. Вчитель читає загадки, учні записують відповіді.

Правильна відповідь – 1 б.

<p>Влітку медом ласував, досхочу малини мав, а як впав глибокий сніг, позіхнув і спати ліг.</p> <p>Der Bär (ведмідь)</p>	<p>I do not have wings, but I can fly. I do not have eyes, but I can cry! What am I? <i>У мене немає крил, але я вмю літати. У мене немає очей, але я можу плакати! Що я?</i></p> <p>a cloud / хмара</p>
<p>Перемурзану тварину ти вгадаєш за хвилинку: довге рильце, хвіст гачком, ніс рожевий п'ятачком.</p> <p>Das Schwein (свиня)</p>	<p>If I drink, I die. If I eat, I am fine. What am I? <i>Якщо я поп'ю, я помру. Якщо я поїм, все буде в порядку! Що я?</i></p> <p>fire – вогонь / багаття</p>
<p>У полі народився, до їжі згодився.</p> <p>Das Brot (хліб)</p>	<p>There was a green house. Inside the green house there was a white house. Inside the white house there was a red house. Inside the red house there were lots of babies. What is it? <i>Є зелений будинок. Всередині нього – білий будинок. Всередині білого дому – червоний будинок. Всередині червоного будинку – багато діточок. Що це?</i></p> <p>Watermelon / Кавун</p>
<p>Стало біло навкруги, я розтрушую сніги.</p> <p>Der Winter (зима)</p>	<p>Look at my face and you see somebody. Look at my back and you see nobody. <i>Подивися на моє обличчя і побачиш когось. Подивися на спину і не побачиш нікого.</i></p> <p>A mirror / Дзеркало</p>

3. Конкурс виразного читання віршів німецькою мовою. Учні
обирають по 2 представника від команди. Оцінюється вміння читати без
помилки.

Guten Morgen, liebe Leute!
In die Schule gehe ich heute!
Ich kann lesen, schreiben, rechnen,
Basteln, malen und Deutsch sprechen.

* * *

Ich verspreche meiner Mutti,
Ich verspreche meinem Vati,
Dass ich gut und fleißig lerne,
In die Schule gehe ich gerne!

* * *

Winter, kommt! Winter, kommt!
Flocken fallen nieder
Es ist kalt! Es ist kalt!
Weis ist alles wieder!

* * *

Falle, falle, weißer Schnee,
Kalter Schnee, kalter Schnee
Eine Eisbahn wird der See,
Und wir freuen uns alle.

* * *

In die Schule gehen wir,
In die Schule kommen wir,
Und bekommen
Gute Noten wir.

* * *

Bucher stehen in dem Schrank
Unserem Lehrer – vielen Dank!

Sammelt Bucher, Bilder er
Deutsch lernen ist doch schwer!

4. Конкурс «Вчителі». *Учасники змагань перетворюються на вчителів.
Завдання: виправити помилки.*

Dear Jane!

Thank you **four** your letter. I am so glad what you wrote to I! **Everyone** is **phine** with me. I am **prepare** for my **examz** to the university. I would **love** to invite you to **came** and **watch** me next **weak**. I **hopes** to **sea** you soon.

Your Jack.

Ключ (11):

Dear Jane!

Thank you for your letter. I am so glad that you wrote to me! Everything is fine with me. I am preparing for entrance exams to the university. I would like to invite you to come and see me next week. Please let me know if this is convenient for you. I hope to see you soon.

Your Jack.

5. Конкурс «Четвертий зайвий». *На картках записані ряди логічних слів.
Учасникам слід знайти зайве слово. За кожне правильне знайдене слово команда отримує 1 бал.*

Картка № 1

die Schule – das Zeugnis – die Werkstatt – die Straße

klein – groß – hoch – grün

die Katze – der Fuchs – der Hund – die Vögel

kommen – schlafen – gehen – fahren

Картка № 2

Fußball – Volleyball – Schi – Tennis
interessant – blöd – cool – toll
essen – schlafen – gehen – baden
die Katze – der Fuchs – der Hund – die Vögel

Картка № 3

der Bär – der Fuchs – der Wolf – die Katze
Montag – Wochenende – Samstag – Donnerstag
anziehen – frühstücken – duschen – spielen
die Frau – das Mädchen – der Mann – die Mutter

6. Конкур «Перекладачі». *Перекласти речення англійською мовою*

Картка 1

Ich habe viele Freunde in der Klasse.

Mein bester Freund heißt Niklas.

Er ist 12 Jahre alt.

Seine Haare sind kurz und dunkel.

Niklas hat braune Augen und kleine Nase.

Картка 2

Niko Er hat eine sportliche Figur.

Er macht gern Sport.

Er interessiert sich Schwimmen.

Er ist sehr klug und lernt gut.

Wir gehen zusammen im Schwimmbad und spielen Computerspiele.

Картка 3

Das ist Winter.

Die Straßen, die Häuser, die Wälder – alles ist weiß.

Das Wetter ist kalt, aber die Kinder lieben diesen Jahreszeit.

Der Sport macht uns gesund.

Die Kinder laufen Ski und spielen Eishockey.

7. Учні отримують список слів та фраз, із котрих обирають ті, що відносяться до певної теми. За кожен правильний вибір – 1 бал (6 балів).

Теми:

Arbeitstag

Freizeit

Jahreszeit

Фрази (учням):

in die Schule gehen

Schi fahren

Hausaufgaben machen

lange schlafen

Schneemann machen

Karten spielen

Blumen sammeln

im Haushalt helfen

Fahrrad fahren

der Regen

Freunde treffen

einkaufen

Filme sehen

frühstücken um 7 Uhr morgens

die Sonne

früh aufstehen

Valentinstag

ins Kino gehen

Bidnovidi:

Arbeitstag	Freizeit	Jahreszeit
in die Schule gehen	lange schlafen	Schi fahren
Hausaufgaben machen	Karten spielen	Schneemann machen
im Haushalt helfen	Fahrrad fahren	Blumen sammeln
einkaufen	Freunde treffen	der Regen
frühstücken um 7 Uhr morgens	Filme sehen	die Sonne
früh aufstehen	ins Kino gehen	Valentinstag

Підбиття підсумків.

Thanks a lot for your work! Good bye!

ІНТЕЛЕКТ-ГРА

Розробник вправи: Василевич Юлія Валеріївна

«WIR LERNEN DEUTSCH»

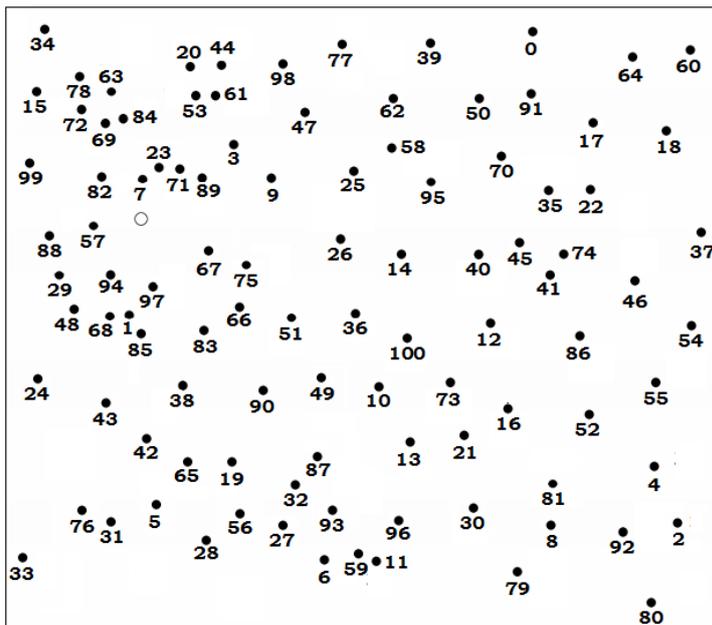
Клас: 5А

Мета: систематизувати лексичний та граматичний матеріал; розвивати пізнавальні здібності й творчу фантазію; розвивати вміння працювати в групах; виховувати повагу один до одного, інтерес до вивчення німецької мови

Хід заняття

1. З'єднуємо крапки (Verbinde die Punkte).

Для всієї групи



LEHRERBLATT:

33, 24, 76, 43, 31, 42, 5, 65, 28,
56, 6, 59, 27, 19, 38, 85, 1, 97,
68, 48, 29, 57, 7, 69, 72, 63, 84,
23, 71, 53, 20, 44, 61, 89, 75, 51,
26, 95, 35, 46, 55, 4, 92, 79, 11,
87, 49, 36, 40, 86, 52, 81, 30, 13,
100, 12, 16, 21, 73

das Schnecke (Равлик)

Слайд 1

2. Розгадування загадок (2-3 команди). Відгадки на екрані

Слайд 2

Кожна команда записує відповіді на аркушах

Вибери правильну відповідь (1 бал).

1. Лежить на сіні, сам не їсть, й іншим не дає. (Katze, **Hund**, Ziege, Maus)
2. Хто родиться з бородою? (Opa, Tieger, Schwein, **Ziege**)
3. І вдень, і вночі у кожусі на печі. (**Katze**, Hase, Wolf, Kind)
4. Маленьке, сіреньке, а хвостик як шило. (Hamster, Fisch, Löwe, **Maus**)
5. Хто спить, а очей не заплющує? (**Hase**, Bär, Elefant, Zebra)
6. Повзун повзе, на базар голки везе. (Schlange. Krokodile, **Igel**, Esel)
7. Без рук, без ніг, а по землі ходить. (Igel, Fisch, Ponny, **Schlange**)
8. Хто мене вб'є, свою кров проллє. (**Mücke**, Wanze, Bär, Fisch)

Слайд 3

(правильні відповіді)

3. Складаємо речення із наведених слів. Завдання на картках. 1 бал за правильне речення.

Команда 1

1. ist / Jahre alt / in / 10 / und / er / wohnt Berlin / Ralf Schulz	1. Ralf Schulz ist 10 Jahre alt und er wohnt in Berlin.
2. Sarah / Deutsch / Französisch / spricht / und	2. Sarah spricht Deutsch und Französisch.
3. Er / Fahrrad, aber / er spielt / nicht	3. Er fährt gern Fahrrad, aber er spielt

gern Computerspiele / gern / fährt.	nicht gern Computerspiele
Команда 2	
1. ist / Jahre alt / kommt / 15 / aus / Deutschland / Paul Wagner / und er. 2. Sarah / und / Deutsch / spricht / Englisch. 3. Sie / gern / Ski, aber / sie / nicht gern Fußball / fahren / spielen.	1. Paul Wagner ist 15 Jahre alt und er kommt aus Deutschland. 2. Sarah spricht Englisch und Deutsch. 3. Sie fahren gern Ski, aber sie spielen nicht gern Fußball.

Команда 3

1. 13 Jahre alt / Karolina / und sie / der Schweiz / ist / kommt aus. 2. Sarahs / spricht / Türkisch und / Mutter / Deutsch. 3. klettern / gern, aber / sie / und / skaten / schwimmen nicht gern / Sie.	1. Karolina ist 13 Jahre alt und sie kommt aus der Schweiz. 2. Sarahs Mutter spricht Türkisch und Deutsch. 3. Sie klettern gern, aber sie skaten und schwimmen nicht gern.
--	--

4. Конкурс «Ромашка». Відповідаємо на питання. На дошці розміщені пелюстки квітки із запитаннями на звороті. Учні по черзі підходять і відповідають на запитання. За кожну правильну відповідь команда отримує 1 бал.

- | | |
|------------------------------|-------------------------------|
| 1. Wie heißt du? | 7. Was machst du gern? |
| 2. Wie alt ist deine Mutter? | 8. Schwimmst du gern? |
| 3. Wie alt bist du? | 9. Kommst du aus Deutschland? |
| 4. Wie heißt deine Katze? | 10. Wo wohnst du? |
| 5. Woher kommst du? | 11. Wohnst du in der Ukraine? |
| 6. Woher kommt dein Vater? | 12. Was machst du nicht gern? |

5. Вивчаємо пісню «Зелений, зелений, зелений – весь мій одяг». Відео

Grün, grün, grün sind alle meine Kleider

1. Strophe

Grün, grün, grün sind alle meine Kleider;

Grün, grün, grün ist alles, was ich hab'.

Darum lieb' ich alles, was so grün ist,

Weil mein Schatz **ein Jäger** ist.

мисливець

2. Strophe

Rot, rot, rot sind alle meine Kleider,

Rot, rot, rot ist alles, was ich hab'.

Darum lieb' ich alles, was so rot ist,

Weil mein Schatz **ein Reiter** ist.

вершник

3. Strophe

Blau, blau, blau sind alle meine Kleider,

Blau, blau, blau ist alles, was ich hab'.

Darum lieb' ich alles, was so blau ist,

Weil mein Schatz **ein Matrose** ist.

матрос

4. Strophe

Schwarz, schwarz, schwarz sind alle meine Kleider,

Schwarz, schwarz, schwarz ist alles, was ich hab'.

Darum lieb' ich alles, was so schwarz ist,

Weil mein Schatz **ein Schornsteinfeger** ist.

сажотрус

5. Strophe

Weiß, weiß, weiß sind alle meine Kleider,

Weiß, weiß, weiß ist alles, was ich hab'.

Darum lieb' ich alles, was so weiß ist,

Weil mein Schatz **ein Müller** ist.

мельник

6. Strophe

Bunt, bunt, bunt sind alle meine Kleider,

Bunt, bunt, bunt ist alles, was ich hab'.

Darum lieb' ich alles, was so bunt ist,

Weil mein Schatz **ein Maler** ist.

художник



KLASSE 5A

WIR LERNEN DEUTSCH



das Schnecke

Розгадування загадок

1. Katze, Hund, Ziege, Maus

2. Opa, Tiger, Schwein, Ziege

3. Katze, Hase, Wolf, Kind

4. Hamster, Fisch, Löwe, Maus

5. Hase, Bär, Elefant, Zebra

6. Schlange, Krokodil, Igel, Esel

7. Igel, Fisch, Ponny, Schlange

8. Mücke, Fliege, Bär, Fisch



1. Hund
2. Ziege
3. Katze
4. Maus
5. Hase
6. Igel
7. Schlange
8. Mücke

КОНСПЕКТ ВІДКРИТОГО УРОКУ

Розробник: Василевич Юлія Валеріївна

Lesson 82 (according to the calendar-thematic planning)

Form: 5A

Topic

SEASONS & WEATHER. QUESTIONS

Date: _____

Type of the lesson: combined lesson.

Objectives:

- to revise and consolidate structures and vocabulary introduced in the previous lessons;
- to develop students' communicative skills using active vocabulary;
- to develop students' work skills in groups;
- to revise question words;
- to practice making and answering questions;
- to develop students' cognitive interests to studying English with the help of ITs.

Structures: question words (What? Where? When? Which? How? Who? Why?).

Methods: group work, lexical and grammar activities, reading and writing activities, dialogic speaking (T. – S. / S. – S.).

Learning outcomes. By the end of the lesson students will be able to:

-

Equipment: blackboard, handouts, presentation MC Power Point, videos.

Lesson plan

1. Greetings & Aim

1.1. Topic and objectives of the lesson

T.: Good morning, dear friends! I am glad to see you. Please, take your seats. Let's start our lesson. Today we are going to talk about the weather of different seasons. By the end of the lesson you'll be able to talk not only about times of the year, but

about the weather. Also you will learn how to describe the weather using the questions as a plan.

1.2. Warm-up

- **Conversation** (*T. 's questions – Ss' answers*).

Do you like talking about the weather?

Look through the window. What is the weather like today?

Do you like such kind of weather?

- **Game “Guess the season”**

T.: Thanks for your answers. Now, let's see if you know the seasons. Please, look at the screen and guess what season it is.

T. reads the poems on slides, students guess the time of year

Slide 2

*This is the season when nights are short,
And children have plenty of fun and sport.
Boating, swimming all the day
With a merry song on a sunny day.*

*This is the season when fruit is sweet.
This is the season when school friends meet.
This is the season when mornings are dark
And birds do not sing in the wood and the park.*

Slide 3

*This is the season when mornings are dark,
And birds do not sing in the forests and park.
This is the season when children ski
And Father Frost brings the New Year Tree!*

*This is the season when snowdrops bloom,
When nobody likes to stay in the room.
This is the season when birds make their nests.
This is the season we all like the best.*

Keys: summer, autumn, winter, spring

T.: Thank you for your work. I can see, you know all the seasons.

2. The main part of the lesson

2.1. Vocabulary review

T.: Look at the picture. Let's remember typical vocabulary with each season
(*students one-by-one read and translate the given words*).

Slide 4



T.: Now, tell what associations you have while talking about different seasons (*Ss. answer*).

T.: Look at the blackboard. There are several words describing the weather. Find the words with opposite meaning:

Words on the blackboard		Keys	
cold	wet	cold	warm
black	cloudy	black	white
cool	bad	cool	hot
sunny	warm	sunny	cloudy
lightning	hot	good	bad

good

white

dry

wet

dry

rainbow

lightning

rainbow

T.: Look at the screen. There you see different weather. Use the words from the blackboard to describe the weather in the pictures.

Slide 5



2.2. Grammar “Question words”. *Teacher draws students’ attention to the Grammar box (on the blackboard), reads it loud and explains it to the students.*

We use	What?	for things or actions	e.g. <i>What weather don’t you like?</i>
	Where?	for places	e.g. <i>Where do you spend your winter holidays?</i>
	When?	for the time / dates / days	e.g. <i>When do you go out?</i>
	Which?	for a choice (person or thing)	e.g. <i>Which of spring flowers do you like most of all?</i>
	How?	for the way smth happens	e.g. <i>How do you get to school when it snows heavily?</i>
	Who?	for people	e.g. <i>Who is that boy?</i>
	Why?	for a reason	e.g. <i>Why do you like summer?</i>

2.3. Oral practice. *Teacher offers students to work in pairs making short dialogues (S's question – S's answer).*

T.: Try to make short dialogues, using the questions given in the Grammar box.

Students make and present their dialogues.

Activity “Make a question”. *Teacher encourages students to form their own questions, using Question Words.*

Students answer.

Teacher pays special attention to the use of correct question structures by the students.

2.4. Written activity “Dialogue”

T.: Open your copybooks and write down the date. Your task is to write questions for the answers on card 1.

Card 1

- _____ ?
- There are 4 seasons in a year.
- _____ ?
- They are winter, spring, summer and autumn.
- _____ ?
- There are 12 months in the year.
- _____ ?
- January is the first month.
- _____ ?
- December is the last month of the year.
- _____ ?
- February is the shortest month of the year.
- _____ ?

- February has 28 or 29 days.

T.: Now write answers for the questions on card 2.

Card 2

- What season is it now?

- _____.

- What is the weather like today?

- _____.

- What is your favourite season?

- _____.

- What kind of season is summer?

- _____.

- What season is the coldest?

- _____.

- Why do children like winter?

- _____.

- What holidays do we celebrate in winter?

- _____.

2.5. Physical activity & relaxation

T.: Thank you for your work, students. Are you tired? Let's have a rest and dance a little bit.

(Hokey Pokey Dance. URL: <https://www.youtube.com/watch?v=yyR9q8x-7Jw>)

T.: Take your seats put your hands on your knees, close your eyes and listen to some sounds

(Rain and thunderstorm. URL: <https://www.youtube.com/watch?v=tAhkH3Xi45o>)

Birds singing. URL: https://www.youtube.com/watch?v=iLRck_C5x-s

The sounds of the sea. URL: <https://www.youtube.com/watch?v=BgQoKOWL0XI>)

T.: What did you feel?

Can you describe your emotions?

What images come to your mind?

2.6. Reading activity. Work in groups. *Teacher forms 4 groups and gives each of them a card with the description of season and weather.*

T.: Now, you will have some reading task about seasons. Your task is to read the text and to make three questions using Question Words (What? Where? Why?). After that you'll change your cards among the other groups and ask your questions. The group with your card has to answer these questions using the text on the card.

Card for group 1

My favorite season is summer, because it is warm and sometimes hot. There are many fruits, berries and vegetables. In summer I spend my time near the river. I swim and sunbathe there. Also I drive my bicycle and meet with friends. We go to the forest for looking for berries and mushrooms. In summer I visit my grandmother and grandfather. They live in the village. My sister and I help them in the garden. And of course I like summer very much because there is the longest holiday in summer.

Card for group 2

Summer is over. It is autumn. I like this season very much, because it's a very beautiful time of the year. It is the golden season. People like to go for a walk to the forest in September and pick up mushrooms. It is a season when the trees are yellow, red, green and brown. The trees lose their leaves. It gets dark earlier and often heavy clouds cover the sky bringing rain. Birds don't sing their songs. They begin to leave for warm countries. Animals put on their winter coats.

Card for group 3

I like spring. It is a wonderful season. Spring comes and the days become longer and the nights become shorter. The ground is covered with fresh green grass and the first spring flowers. The birds begin to sing and build their nests. The air is fresh and the sun shines brightly. The days are warm and everything is full of life and joy. Many people like spring more than other seasons.

In spring we can go to the country and have a walk in the woods or by the river, play ball-games, lie in the sun and even have a swim if the water is warm enough.

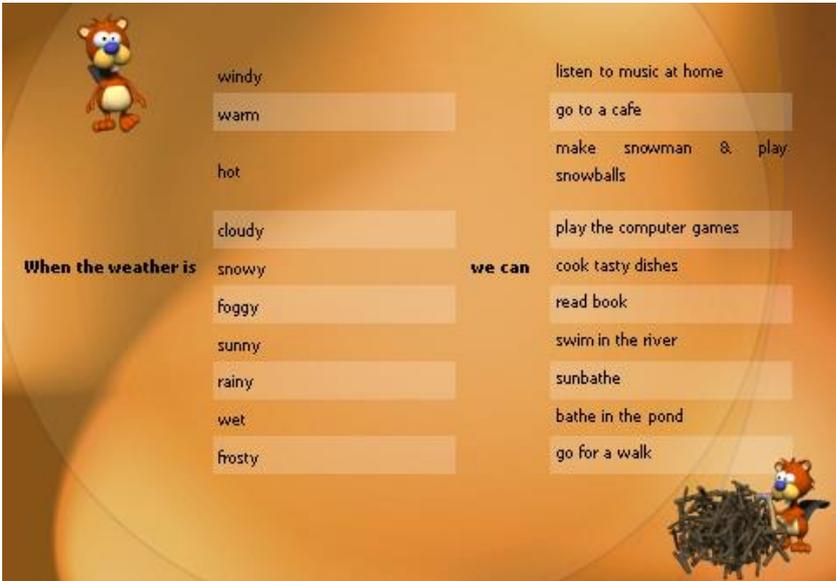
Card for group 4

Winter is the nicest season! In winter I can have a very good time. I can enjoy skating, skiing, playing snowballs and sledging. Winter is the time for fun. In winter it snows much. Forests and fields are white with snow. They look wonderful! Snow sparkles in the sun. Frost paints on the windows and there are many icicles hanging from the roofs. I think winter is the best season, because there are wonderful holidays as New Year`s Day and Christmas. And so many presents! My grandma always cooks a very tasty Christmas cake. And we all have a lot of fun.

2.7. Speaking activity

T.: What is the weather like in spring (summer, autumn, winter)? Let`s do an exercise and say what you can do in different weather. Look at the screen, please, and make sentence “When the weather is ... we can ...”

Slide 6



The slide features a cartoon fox character in the top left and bottom right corners. The main content is a list of weather conditions and activities arranged in two columns. The left column is headed "When the weather is" and the right column is headed "we can".

When the weather is	we can
windy	listen to music at home
warm	go to a cafe
hot	make snowman & play snowballs
cloudy	play the computer games
snowy	cook tasty dishes
foggy	read book
sunny	swim in the river
rainy	sunbathe
wet	bathe in the pond
frosty	go for a walk

3. The final part of the lesson

3.1. Home task

T.: Thank you all for the great job. Now, open your diaries and write down your homework. Make a project “My favourite season & weather” (**Slide 7**).

3.2. Feedback

T.: We spoke a lot today about seasons and weather. I would ask you a few questions.

- What have we learnt today?
- What activities have we done?
- Which activity did you enjoy most of all?
- What is your favourite season? Why?
- What weather do you prefer?

T.: At the end of our lesson I wish you to be healthy & happy in any weather. And remember there is no bad weather. So, our lesson is over, thank you. Good bye. See you next time 😊

ДЕМОКРАТИЧНА ШКОЛА

Вправа «Хвилиночку!»

П.І.Б. автора/ки (співавторів)	Василевич Юлія Валеріївна Yuliia Vasylevych
Назва вправи	Wait a minute!
Стислий опис вправи (<i>про що і для чого ця вправа? 1-2 речення</i>)	During this exercise students have to show their agility and ingenuity to discuss the relationship between transport and human rights within a minute.
Використані джерела	Compass: Manual for Human Rights Education with Young people. URL: https://www.coe.int/en/web/compass/just-a-minute
Предмет	English
Клас	6-7
Тема уроку	Travelling. Means of transport
Мета вправи	<ul style="list-style-type: none">- improve speaking and communication skills;- develop the ability to perceive the views of others
Ключова складова громадянської компетентності	To develop respect for human dignity and human rights
Додаткова/і складова/і компетентності (<i>1-3, не більше</i>)	<ul style="list-style-type: none">- linguistic and communication skills- critical thinking
Очікувані навчальні результати учнів (<i>чого саме навчаться учні, виконавши</i>	<ul style="list-style-type: none">- communication skills in foreign language- ability to listen and perceive ideas & views of other people

цю вправу?)	- ability to express their own opinions
Тривалість вправи (у хвилинах)	30 min
Інструкція для проведення вправи	<ul style="list-style-type: none"> ● Offer your students to sit in a circle. ● Pass the hat round. Ask each student in turn, without looking, to take out one sheet of paper with a written statement. ● Give 5 minutes to the students to prepare their one-minute answer (argument) to a suggested problem. The rules are the following: no hesitations and no repetitions. ● Then let everyone in the circle give their "speeches" in turn. ● After each "speech", allow 2-3 minutes for short comments for short comments. If somebody would like to say more, note the topic and agree to return to it at the end. ● When everyone has had their turn, go back and finish any discussions that had to be cut short. ● Then proceed to debriefing and evaluation.
Необхідне обладнання / матеріали, облаштування класу, тощо	<ul style="list-style-type: none"> - statements, written on sheets of paper (one per participant); - a hat; - a watch with a stopwatch.
Підсумок за результатами проведення вправи	<p>Analyze the exercise & ask students questions for reflection, such as:</p> <p>Was it difficult to argue?</p> <p>Which of the following statements was the most</p>

	<p>difficult to discuss? Why?</p> <p>Are you planning to enhance your transport culture?</p> <p>What human rights were discussed? Who is responsible for their compliance?</p>
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Additional material

Statements:

Transport and universal human rights. In underdeveloped countries unusable by technical characteristics transport is still in use. Is the use of old means of transport a violation of the human rights to life, safety and health?

Transport and traffic safety. The bus driver smokes or talks on a cell phone. Does it disregard traffic safety rules? Do you have the right to make a remark to him?

Transport and disability. In some countries (especially the underdeveloped ones), transport does not have special equipment for boarding and transporting people with disabilities. This greatly complicates their movement. Is this a violation of the disabled people's rights?

Transport and poverty. A man got into the bus. He smelled rather unpleasant. People who were in the cabin roughly pushed this man out of the bus. Do you support this behavior? Did they have such a right?

Transport and culture. Does the term "transport culture" have the right to exist? How would you explain this concept?

Transport and culture. The problem of modern society is children's safety in transport. How do you think what children's transport culture includes?

Transport and children. From what age can children travel independently in transport? Should a driver be responsible for an unaccompanied child?

Transport and children. The schoolboy got into the transport, showed the student ID. But the driver required paying the full fare. The boy didn't have money. He got off the bus and burst into tears. What would be your reaction to the driver's action? What would you do if you were a boy?

Transport and hygiene. A bus or a train has a poor sanitarian & aesthetic condition. Is this a violation of the human right to health and safety?

Transport and politics. In some countries, including Ukraine, you can often see a variety of political slogans or posters on transport. Is this a realization of the right to disseminate information? Or, on the contrary, is it just an influence on people's views?

Вправа «Перші враження»

П.І.Б. автора/ки (співавторів)	Yuliia Vasylevych
Назва вправи	First impressions
Стислий опис вправи (<i>про що і для чого ця вправа? 1-2 речення</i>)	The students are able to identify stereotypes and become aware of the diversity of impressions and perceptions that people have of each other
Використані джерела	Teaching Democracy: A collection of models for democratic citizenship and human rights education, Volume VI of EDC/HRE Volumes I–VI Education for democratic citizenship and human rights in school practice, p. 39.

Предмет	English
Клас	6
Тема уроку	Travelling. Around the world
Мета вправи	To practise students' active listening and to teach them to respect each other and also other people; to develop student's self-confidence to express his/her own thoughts
Ключова складова громадянської компетентності	Valuing human dignity and human rights
Додаткова/і складова/і компетентності (1-3, не більше)	<ul style="list-style-type: none"> - respect - empathy - tolerance of ambiguity
Очікувані навчальні результати учнів (чого саме навчаться учні, виконавши цю вправу?)	<ul style="list-style-type: none"> - understand that when people are imprisoned, although they are subject to restrictions, this does not mean that they are less deserving of respect and dignity than anyone else - treat all people with respect regardless of their cultural background and socioeconomic status - express sympathy for the bad things that he/she has seen happen to other people - show that he/she can suspend judgments about other people temporarily
Навчальні результати з програми навчання	<ul style="list-style-type: none"> - linguistic & communication skills in foreign language - critical thinking - ability to express their own thoughts, feelings and attitudes
Тривалість вправи (у	30 min

хвилинах)	
Інструкція для проведення вправи	<p>1. The students form a circle. The teacher gives each student a sheet of paper.</p> <p>2. The teacher asks each student to look at his/her photo:</p> <ul style="list-style-type: none"> – “I see ...” – “I think ...” – “I feel ...” <p>3. The students write their first impression on the bottom of the page. They fold the bottom of the page so as to hide the text and pass the sheet to the person on their left.</p> <p>4. This continues until all the sheets have gone quickly round the circle.</p> <p>5. The students compare their first impressions:</p> <ul style="list-style-type: none"> – In what ways were your first impressions different or similar? – What struck you at your first impression? – Which aspects did you not take any notice of, and why? – What did the activity show you about yourself? <p>Debriefing.</p> <p>Analyze the exercise & ask students questions for reflection, such as:</p> <ul style="list-style-type: none"> • Which of these people do you like most? • Would you like to communicate with the people on the photos? • Which one would you invite to your home? • Have your first impressions changed?

	<ul style="list-style-type: none"> • What did you learn about yourself as a result of this exercise?
Поради	The exercise may be done with a very small number of photos, or even just one photo or ethnographic video. Each student may also be asked to write his/her impressions on a piece of paper. The teacher can give information about other cultures: food, music, family structure, etc.
Підсумок за результатами проведення вправи	
Додатки	Photos
Необхідне обладнання / матеріали, облаштування класу, тощо	Photos of people which may evoke different reactions by students are stuck on a large sheet of paper (the teacher should choose characters very different in terms of age, culture, ethnic group, etc.)

Additional material



Resource.

<https://cutt.ly/hybZgxY>



Resource.

<https://cutt.ly/oybZjJQ>



Resource.

<https://cutt.ly/LybZlvA>



Resource.

<https://cutt.ly/KybZxSl>

Вправа «Це не справедливо»

П.І.Б. автора/ки (співавторів)	Василевич Юлія Валеріївна Yuliia Vasylevych
Назва вправи	It's not fair
Стислий опис вправи (<i>про що і для чого ця вправа? 1-2 речення</i>)	This exercise teaches students to respect each other and people of different nationalities, races, religions, social status, etc. They become aware of the diversity of impressions and perceptions that people have of each other
Використані джерела	Teaching Democracy: A collection of models for democratic citizenship and human rights education, Volume VI of EDC/HRE Volumes I–VI Education for democratic citizenship and human rights in school practice, p. 48
Предмет	English
Клас	7
Тема уроку	Travelling. Around the world
Мета вправи	To make students become aware of their concepts of justice and injustice; to practise their active listening and develop self-confidence to express his/her own views
Ключова складова громадянської компетентності	To develop respect for human dignity and human rights
Додаткова/і складова/і компетентності (<i>1-3, не більше</i>)	- identification the human rights which are violated in the case of injustice - looking for ways to protect and enforce human rights - responsibility

<p>Очікувані навчальні результати учнів (<i>чого саме навчаться учні, виконавши цю вправу?</i>)</p>	<ul style="list-style-type: none"> - linguistic & communication skills in foreign language - critical thinking - ability to express their own opinions - collaborating in pairs and groups
<p>Тривалість вправи (у хвиликах)</p>	<p>30 min</p>
<p>Інструкція для проведення вправи</p>	<p>The students work in pairs.</p> <ol style="list-style-type: none"> 1. The teacher asks each pair to choose a photo. 2. The teacher asks the students to describe the situation as they understand it: <ul style="list-style-type: none"> – “I can see ...” (factual description) – “I feel ...” (affective reaction) – “It makes me think of ...” (associations, ideas) <p>The teacher then asks them to classify the pictures, using three categories:</p> <ul style="list-style-type: none"> – The photos show a situation which is fair and just. – The photos show the opposite, i.e. an example of injustice. – The students are not sure how to classify the photos. <ol style="list-style-type: none"> 3. The pairs form groups of four. Each pair explains their picture to the other pair and should try to convince them of the judgment they have made. The pictures with the groups’ comments are displayed in the classroom. Each student should have time to study the exhibits.

Необхідне обладнання / матеріали, облаштування класу, тощо	Photos that show situations of justice or injustice. Sheets of paper & pens for the students (if they need to make notes).
Підсумок за результатами проведення вправи	Analyze the exercise & ask students questions for reflection, such as: – How do you understand the meaning of the words “justice” & “injustice”? – Which kinds of situations have been described as just – or as unjust? – Was difficult for you to discuss situations of injustice? Why? – Which conditions produce injustice? – How might these unjust situations be changed? – How do you think there is more justice or injustice in the world?
Поради	The students form several groups. Each group chooses an example of injustice and deals just with one question: How might this form of injustice be overcome or changed?

Additional material



Resource. <https://futurenow.com.ua/internet-yak-zasib-podolannya-nerivnos/>



Resource. <https://ukurier.gov.ua/uk/articles/dovichna-nespravedlivist/>



Resource.

https://www.ukrainepravo.com/international_law/public_international_law/nerivni_st-i-nespravedlyvist-osnovni-pereshkody-na-shlyakhu-do-polipshennya-dobrobutu-zhyteliv-planet/



Resource.

<https://www.google.com.ua/url?sa=i&url=https%3A%2F%2Flife.pravda.com.ua%2Fsociety%2F2016%2F07%2F6%2F214737%2F&psig=AOvVaw2g6l86WG4eM7NT5cy1Pb9v&ust=1585163840956000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCODGrOnps-gCFQAAAAAdAAAAABAE>



Resource.

<https://www.google.com.ua/url?sa=i&url=https%3A%2F%2Ftelegraf.com.ua%2Fukraina%2Fobshhestvo%2F3227276-oon-vyischitalo-v-kakom-godu-nastanet-defitsit-vodyi.html&psig=AOvVaw3RkT7-Ykd2mjhyEqG82wb6&ust=1585164102810000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCJjcqtnqs-gCFQAAAAAdAAAAABAI>



Resource. <https://www.pewresearch.org/fact-tank/2018/06/12/education-of-muslim-women-is-limited-by-economic-conditions-not-religion/>



Resource. <https://pershij.com.ua/zakarpatska-zhebrachka-nazbirala-mil/>



Resource. <https://inlviv.in.ua/lviv/hto-u-2018-rotsi-zamist-pensiyi-otrymaye-sotsialnu-dopomogu/attachment/senior-couple-enjoying-meal-together>

Game with pictures

Full name	Лаврік Анастасія Юрїївна Anastasiia Lavrik
Name of exercise	Game with pictures.
Short description	During this exercise, students find pictures that reflect Articles of the Universal Declaration of Human Rights.
Used resources	Compass: Manual for Human Rights Education with Young people. URL: https://www.coe.int/en/web/compass/just-a-minute

Subject	English
Grade	6
Lesson topic	Traveling around the world.
The purpose of the exercise	<ul style="list-style-type: none"> • raise awareness of the importance of human rights in the daily life; • develop "visual literacy" skills, listening skills and communication skills; • promote compassion and respect for human dignity.
A key component of civic competence	Respect (students listen carefully to different opinions, can explain why everyone has a duty to respect the rights of others).
Additional components of competence	<ul style="list-style-type: none"> • linguistic and communication skills; • diversity; • critical reflection on the root causes of human rights violations.
Expected learning outcomes of students	<ul style="list-style-type: none"> • communication skills in foreign language; • using of sentences in Present Continuous, Present Perfect Continuous.
Exercise duration (in minutes)	30 min
Instructions for the exercise	<ol style="list-style-type: none"> 1. Lay out the photos on a large table. 2. Ask participants to work individually. 3. Read one of the articles on the Universal Declaration of Human Rights and write it on the blackboard / flipchart. 4. Ask the participants to look at the pictures and choose the one that they think best represents the Article. 5. Then ask each person to tell you which photo

	<p>they have chosen and why.</p> <p>6. Write down which photos were selected; write the numbers on the board.</p> <p>7. Do four or five rounds, citing various articles in the Universal Declaration of Human Rights (right to rest and leisure, right to equality, right to freedom, freedom of thought and information, the right to leave and return to the country).</p> <p>Debriefing and evaluation:</p> <p>1. Which photo cards were selected most often? What was special about these pictures? Why were they chosen often?</p> <p>2. Has anyone selected one photo card to represent several different rights?</p> <p>3. What are the most important rights for you? Why?</p> <p>4. Why should we respect each other?</p> <p>5. Why do people have the right to travel freely?</p>
The result of the exercise	Students understand the importance of respecting the human right to freedom in everything. Students know when and how to use of sentences in Present Continuous and Present Perfect Continuous, and they also improved the ability to build connected speech.
Additions	<p>Addition 1. The Universal Declaration of Human Rights.</p> <p>Addition 2. Pictures for the game.</p>
Necessary equipment /	• a collection of 20-30 numbered photo cards;

materials, equipment, etc.	classroom	<ul style="list-style-type: none"> • a large table; • a scheme listing the articles of the Universal Declaration of Human Rights (copied from the short version on page 600).
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Addition 1. The Universal Declaration of Human Rights

Article 1

Right to Equality

Article 2

Freedom from Discrimination

Article 3

Right to Life, Liberty and Personal Security

Article 4

Freedom from Slavery

Article 5

Freedom from Torture and Degrading Treatment

Article 6

Right to Recognition as a Person before the Law

Article 7

Right to Equality before the Law

Article 8

Right to a Remedy for Violations of Rights

Article 9

Freedom from Arbitrary Arrest and Exile

Article 10

Right to Fair Public Hearing

Article 11

Right to be Considered Innocent until Proven Guilty

Article 12

Freedom from Interference with Privacy, Family, Home and Correspondence

Article 13

Right to Free Movement in and out of Own Country

Article 14

Right to Asylum in other Countries from Persecution

Article 15

Right to a Nationality and the Freedom to Change Nationality

Article 16

Right to Marriage and Family

Article 17

Right to Own Property

Article 18

Freedom of Belief and Religion

Article 19

Freedom of Opinion and Information

Article 20

Right of Peaceful Assembly and Association

Article 21

Right to Participate in Government and in Free Elections

Article 22

Right to Social Security or a Social Safety Net

Article 23

Right to Desirable Work and to Join Trade Unions

Article 24

Right to Rest and Leisure

Article 25

Right to Adequate Living Standard, Including Food, Housing, and Medical Care

Article 26

Right to Education

Article 27

Right to Participate in the Cultural Life of Community

Article 28

Right to a Society that Upholds this Document

Article 29

Rights Limited by Need to Respect Rights of Other Persons

Article 30

Freedom from State or Personal Interference in the above Rights

Addition 2. Pictures for the game.





















The web of life

Full name	Лаврік Анастасія Юрїївна Anastasiia Lavrik
Name of exercise	The web of life.

Short description	During this exercise, participants explore relationships in the world food chain. They study independence living and non-living objects of all human activity and environment.
Used resources	Compass: Manual for Human Rights Education with Young people. URL: https://www.coe.int/en/web/compass/web-of-life
Subject	English
Grade	5
Lesson topic	My family. Pets in my family.
The purpose of the exercise	<ul style="list-style-type: none"> • study of the interdependence of living and non-living organisms; • developing collaborative and critical thinking skills; • nurturing respect for the true value of life.
A key component of civic competence	Language communication skills and multilingualism.
Additional components of competence	<ul style="list-style-type: none"> • linguistic and communication skills; • development of respect for the environment; • critical thinking.
Expected learning outcomes of students	<ul style="list-style-type: none"> • communication skills in foreign language; • improving the ability to describe their preferences, the surrounding reality; • use Present Simple and Present Continuous.
Exercise duration (in minutes)	30 min
Instructions for the exercise	This exercise is divided into 3 parts: part 1 - building a web of life; part 2 - its destruction; part 3 - discussion of actions to protect the

environment.

Part 1

1. Ask participants to make a circle.
2. Explain that they need to build a model of the web of life.
3. You start. Hold a tangle of threads in your hands and name a green plant such as cabbage.
4. Hold the end of the thread in your hands and throw the skein to one of the participants. He / she grabs it! Now a straight line has formed between the two of you.
5. This person should name an animal that eats cabbage, such as a caterpillar. Then they hold the thread and throw the skein to a third participant from the circle.
6. A third participant should name the animal that feeds on the caterpillars, such as a bird, or if they can, name a bird species, such as a blackbird. Then they throw the skein to the fourth person.
7. Continue the game so that the thread runs through the circle until you form a web that represents the "web of life".

Part 2

8. Now ask each participant to give an example of what is harmful to this spider web of life (for example, freeways passing through fields, overfishing or burning natural gas). When they talk about it, then come out of the thread.
9. When everyone is ready, ask the participants to

	<p>look at the tangled threads that are just lying on the floor.</p> <p>Part 3</p> <p>10. Invite participants one by one to promise to take simple, practical action to save the world.</p> <p>11. When everyone makes a promise, he / she lifts the thread from the floor.</p> <p>12. At the end, look at the new web and note that it is not like the one before; but it is too late, full recovery is not possible due to the irreversibility of degeneration.</p> <p>Debriefing and evaluation:</p> <ol style="list-style-type: none"> 1. How did you feel when you realized that people are actually very harmful to nature? What emotions did you have? 2. Who should care for the environment? 3. How can you protect animals and plants? 4. How do people influence nature? 5. Why should we protect nature?
The result of the exercise	Students understand that nature gives a lot to man. They now know that they need to monitor their actions and not harm the environment. They have improved the ability to describe their preferences, the surrounding reality, they secured the use of Present Simple and Present Continuous.
Additions	Addition 1. Thematic pictures.
Necessary equipment / materials, classroom	skeins of thin and thick yarn.

equipment, etc.

Addition 1. Thematic pictures.

For example.





Draw a word

Full name	Лаврік Анастасія Юріївна Anastasiia Lavrik
Name of exercise	Draw a word.
Short description	This is a team game in which people must creatively portray the world in terms of human rights.
Used resources	Compass: Manual for Human Rights Education with Young people. URL: https://www.coe.int/en/web/compass/
Subject	English
Grade	8
Lesson topic	Our planet is Earth. Interesting places. Travel in our lives.
The purpose of the exercise	<ul style="list-style-type: none"> develop knowledge of the Universal Declaration of Human Rights;

	<ul style="list-style-type: none"> • develop the skills to communicate creatively and think about what travel means in our life, what new people can give us.
A key component of civic competence	Students listen carefully to different opinions, can explain why everyone has a duty to respect the rights of others.
Additional components of competence	<ul style="list-style-type: none"> • linguistic and communication skills, diversity; • critical thinking.
Expected learning outcomes of students	Expresses respect for different opinions, world views and ways of life unless they violate human rights. Use of sentences in Present Simple and Present Continuous.
Exercise duration (in minutes)	45 min
Instructions for the exercise	<ol style="list-style-type: none"> 1. Ask the participants to be divided into small groups of four to five students and choose name for the group / team. 2. Explain that in this game, they will be in command. One person from each team draw an Article from the Universal Declaration of Human Rights. The rest of the team must guess this right. The team that guesses first right, gets a score. The team with the highest score at the end wins. Provide a list of rights (Addition 2. The Universal Declaration of Human Rights). 3. Teams should take a few sheets of paper and a pencil and find a place to sit in the classroom. Teams should be distributed in such a way that they are not could overhear each other. 4. Invite one member from each team. Give them

one of the rights from the list, for example, “right to rest and leisure”.

5. Tell them to return to their groups and draw a picture to represent the right, while their teammates will try to guess what it is. They can draw only images. Numbers or words can't be drawn. Conversations are not allowed, except to confirm the correct answer.

6. The rest of the team can only express their guesses, they can't ask questions.

7. After each round, ask the artists to write what they have on their paintings right, regardless of whether they finished it or not, and turn the paper over to the other side.

8. Make the second round; encourage other people to be artists and give them different types of rights. Do 7 or 8 rounds. Different people should be involved in each round. Try to make sure everyone has the opportunity to draw the right at least once.

9. Finally, ask the groups to frame their drawings so that different interpretations and images of different rights could be compared and discussed.

Debriefing and evaluation:

1. What other rights do you think a person has?
2. How can we protect ourselves from prohibitions and disrespect?
3. What human rights were discussed? Who is responsible for their compliance?

The result of the exercise	<p>Students understand the importance of travel, as well as know how to behave abroad, how to treat foreigners. Students know when and how to use of sentences in Present Simple and Present Continuous.</p> <ul style="list-style-type: none"> • + Addition 1. Additional questions to consolidate the material., if need be.
Additions	<p>Addition 1. Additional questions to consolidate the material.</p> <p>Addition 2. The Universal Declaration of Human Rights.</p>

Addition 1. Additional questions to consolidate the material.

Questions for discussion.

1. We know that people love to travel. And most people do it all the time. Why do people travel?
2. What people learn about while travelling?
3. What are the most popular means of travelling?
4. Have you ever travelled abroad?
5. Do you agree with the proverb” East or West home is best”?
6. What should we remember when we travel? How should we relate to people who live in the city / country where we come?
7. If we live in one world, then we must respect each other?
8. Respect is not a whim, but a necessity. So how do you learn to respect each other?

You will definitely meet new people while traveling, and you will suddenly find out how many interesting people are around us. No matter, you will ever meet them again, but keep in mind their amazing stories.

Addition 2. The Universal Declaration of Human Rights

Article 1

Right to Equality

Article 2

Freedom from Discrimination

Article 3

Right to Life, Liberty and Personal Security

Article 4

Freedom from Slavery

Article 5

Freedom from Torture and Degrading Treatment

Article 6

Right to Recognition as a Person before the Law

Article 7

Right to Equality before the Law

Article 8

Right to a Remedy for Violations of Rights

Article 9

Freedom from Arbitrary Arrest and Exile

Article 10

Right to Fair Public Hearing

Article 11

Right to be Considered Innocent until Proven Guilty

Article 12

Freedom from Interference with Privacy, Family, Home and Correspondence

Article 13

Right to Free Movement in and out of Own Country

Article 14

Right to Asylum in other Countries from Persecution

Article 15

Right to a Nationality and the Freedom to Change Nationality

Article 16

Right to Marriage and Family

Article 17

Right to Own Property

Article 18

Freedom of Belief and Religion

Article 19

Freedom of Opinion and Information

Article 20

Right of Peaceful Assembly and Association

Article 21

Right to Participate in Government and in Free Elections

Article 22

Right to Social Security or a Social Safety Net

Article 23

Right to Desirable Work and to Join Trade Unions

Article 24

Right to Rest and Leisure

Article 25

Right to Adequate Living Standard, Including Food, Housing, and Medical Care

Article 26

Right to Education

Article 27

Right to Participate in the Cultural Life of Community

Article 28

Right to a Society that Upholds this Document

Article 29

Rights Limited by Need to Respect Rights of Other Persons

Article 30

Freedom from State or Personal Interference in the above Rights.