

АНГЛІЙСЬКА МОВА

10 КЛАС



Save the Children



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Упорядниця та керівниця проєкту: Анастасія Донська

Керівниця експертної групи: Ольга Івашура

Укладачка: Ольга Семеніхіна

Рецензування: Василь Терещенко, к. філол. н., доц., заступник директора Українського центру оцінювання якості освіти, експерт у галузі освітніх оцінювань, співавтор державних стандартів базової та профільної середньої освіти

Оксана Новікова, викладач англійської мови, сертифікований Українським центром оцінювання якості освіти за програмою «Теорія та практика розроблення та рецензування тестових завдань» Світлана Кушнірук, доктор пед. н., професор, завідувачка кафедри педагогіки УДУ імені Михайла Драгоманова

Коректура: Юлія Смірнова

Верстка: Яна Галіцька

Ілюстрування: Катерина Доброєр

У посібнику наводяться матеріали для проведення занять з подолання освітніх втрат та тьюторських годин. Матеріали посібника засновані на навчальних програмах, розроблених відповідно до Державного стандарту базової і повної загальної середньої освіти (затверджено постановою Кабінету Міністрів України від 23 листопада 2011 р. № 1392). Матеріали цілком можливо буде використовувати й надалі, у процесі поширення НУШ на наступні класи, адже в цих матеріалах увагу зосереджено на ключових темах, які залишаються актуальними й відповідно до нових державних стандартів базової та профільної середньої освіти. Рекомендовано до друку кафедрою педагогіки УДК імені Михайла Драгоманова (протокол засідання №11 від 24 червня 2024 р.).

Забороняється відтворювати, зберігати в інформаційно-пошукових системах, передавати у будь-якій формі та будь-якими засобами — електронними, механічними та іншими способами — будь-яку частину цього видання без письмового дозволу правовласника — ГО «Навчай для України». Усі права застережено.

«Знання – це сила»

Френсіс Бекон

У ваших руках збірка, створення якої ініціювала команда громадської організації «Навчай для України» у партнерстві з міжнародною гуманітарною організацією «Save the Children» разом із провідними українськими експертами та вчителями, аби сприяти ефективному надолуженню освітніх втрат, спричинених тривалою війною в Україні.

Наслідками пропущених уроків в школі є не лише пусті клітинки в журналі, а й відсутність у дітей знань, компетентностей і навичок, що вплине на професійну успішність та самореалізацію. Саме тому з початком повномасштабного вторгнення ми в ГО «Навчай для України» розпочали перші тьюторингові заняття у межах програми надолуження знань «Освітній Суп» (скорочено від «Освітній супровід»), аби навіть у такі складні часи кожна дитина могла розвивати власний потенціал і вчитися. За два роки діяльності програми наші натхненні вчителі провели для більше ніж 14 000 дітей понад 100 000 занять з надолуження освітніх втрат (англійською “catch-up”).

Ми прагнемо не лише допомагати закрити прогалини у знаннях школярів, а й сприяти взаємообміну і підтримці, особистісному зростанню, розвивати впевненість у своїх силах та цікавість до майбутнього. Спираючись на запити учасників програми та методологію проведення занять в «Освітньому Супі», виникла ідея створення збірки, яка буде легкою в користуванні і цікавою як для учня, так і для вчителя.

Уся команда ГО «Навчай для України» відповідально і натхненно працювала, аби ця збірка змогла потрапити до рук дитини та вчителя саме зараз. Ми сподіваємося, що досвід тьюторів «Освітнього Супу» та ці методичні розробки стануть у нагоді для проведення занять з надолуження освітніх втрат, вмотивують дітей краще розібратися у предметі та надихнутися на втілення своїх амбітних цілей у житті.

Передмова

Дякуємо експертам, вчителям і науковцям, які створили унікальні авторські матеріали у стислі терміни з наміром розвивати, підтримувати та мотивувати дітей до навчання та набуття впевненості у ключових темах і поняттях. Дякуємо рецензентам, фахівцям своєї галузі, завдяки яким ця збірка може нести вплив і поширюватись серед українських школярів як доповнення до їхніх програм навчання. Щиро дякуємо розробникам методології, тьюторам, координаторам, менеджерам, спеціалістам, ілюстраторам, дизайнерам, верстальникам, які уможливили вихід цієї яскравої та цікавої збірки.

Дякуємо усім вчителям, які мають сміливість навчатися самим і використовувати нові методи у навчанні дітей. **Ми віримо, кожен вчитель своєю роботою напряму впливає на долю дитини, тим самим формує майбутнє України та світу в цілому.** Нашим дітям, які мають таких креативних, добрих та натхненних вчителів, дуже пощастило!

Зичимо всім дітям та їхнім батькам наснаги та любові до знань, бажаємо безпечних умов навчання та радісного пізнання світу. **Нехай для кожного з вас навчання буде ефективним і цікавим, а шлях до здійснення мрій — мирним і безпечним.**

Об'єднуймося та підтримаємо один одного у прагненнях якісно навчати й ефективно вчитися!



Анастасія Донська,
керівниця напряму з подолання
освітніх втрат ГО «Навчай для України»



Save the Children



НАВЧАЙ
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PERSONALITY

- 1 Power of introverts
- 2 -ed/-ing adjectives
- 3 Personality test

STORIES

- 4 How I became a meme
- 5 Narrative tenses
- 6 Telling stories

FOOD

- 7 Is this food good for you?
- 8 Comparative and superlative adjectives
- 9 Create a healthy menu

SCHOOL

- 10 Cell phones at school
- 11 Grammar for talking about rules
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- 13 Is e-sport a sport?
- 14 Present Perfect vs. Past Simple
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- 16 How to manage stress
- 17 Present Perfect Simple & Continuous
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YOUR FUTURE

- 19 Education & career
- 20 Grammar for talking about plans
- 21 SMART goals

TRAVELLING

- 22 Your next epic adventure
- 23 Gerund
- 24 Your travel bucket list

10TH GRADE

YOUR FUTURE

1. Education & career plans
2. Grammar for talking about plans
3. SMART goals

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SCHOOL

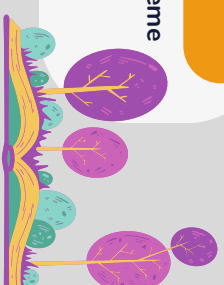
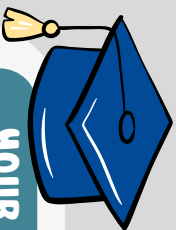
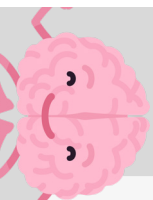
1. Cell phones at school
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STORIES

1. How I became a meme
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ВХІДНИЙ ТЕСТ

АНГЛІЙСЬКА МОВА

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Виконай завдання 1–15. Вибери ОДНУ правильну відповідь з-поміж ТРЬОХ варіантів. Познач цю відповідь у бланку відповідей.

1. Choose the correct option to complete the sentences.

This math problem is very _____.

- A confusing
- B confused
- C confuse

2. When she got home, she realized she _____ her keys.

- A lost
- B has lost
- C had lost

3. They _____ in the garden when it started to rain.

- A worked
- B were working
- C had worked

4. This exercise is _____ than the previous one.

- A difficult
- B more difficult
- C most difficult

5. She is _____ student in the class.

- A better
- B best
- C the best

6. The second film is as _____ as the first one.

- A good
- B better
- C best

7. You are _____ complete your assignment by Friday.

- A supposed to
- B must
- C allowed

8. It is _____ to talk loudly in the library.

- A prohibited
- B allowed
- C supposed

9. Let's go to that new restaurant. We _____ it yet.
- A hadn't tried
 - B haven't tried
 - C haven't been trying
10. She _____ her first job last year.
- A has got
 - B got
 - C had gotten
11. Finally, here they are! I _____ for my keys for an hour!
- A have been looking
 - B looked
 - C am looking
12. He _____ here since 2010.
- A has lived
 - B lives
 - C is living
13. We _____ to move to a new house next month.
- A are planning
 - B will probably
 - C are thinking
14. _____ to music is my favorite way to relax.
- A Listen
 - B Listening
 - C Listened
15. He is interested in _____ French.
- A learn
 - B learning
 - C learns

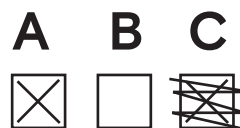
БЛАНК ВІДПОВІДЕЙ

Познач у бланку відповіді так, щоб було зрозуміло,
яким є твій варіант відповіді на завдання.

Правильну відповідь на кожне завдання позначають тільки так:



Неправильну відповідь можна виправити, замалювавши попередню позначку та поставивши нову:



	A	B	C
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A	B	C
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	A	B	C
11.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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LESSON 1. POWER OF INTROVERTS

Vocabulary

need for solitary time — потреба в усамітненні

it isn't a flaw — it's a gift — це не вада, а дар

feel left out — відчувати себе зайвим

have little to say — не мають що сказати

find socializing fun — вважають спілкування цікавим

energized — сповнений енергії

recharge — перезарядитися, відновити сили

chemicals — хімічні речовини

sensitive to — чутливий до

small talk — світська бесіда (розмова на загальні теми, яка не торкається глибоких або особистих питань)

listen patiently — терпляче слухати



Scan the QR code, listen to the pronunciation of the words and repeat.



Introvert: A person who feels energized by spending time alone and enjoys quieter activities.

Extravert: A person who feels energized by being around others and enjoys socializing.

Task 1

Check the definitions of extraverts and introverts. Then read the characteristics below, write "E" next to it, if you think it describes an Extravert, and "I" if you think it describes an Introvert.

Introvert / Extravert _____ .

1. always has a lot to say E
2. finds socializing fun
3. feels energized after parties
4. needs some solitary time to recharge
5. is sensitive to loud noises
6. is good at small talk
7. can listen patiently
8. prefers to have few friends
9. loves spending time alone

Task 2

A. Watch the video and check your ideas in Task 1.

B. Underline the characteristics in 1a that are true for you and explain your choice.

Task 3

Discuss in pairs.

- Do you think you are more of an extrovert or an introvert?
- How much (if any) solitary time do you normally need?
- Do you enjoy small talk? Why?
- What are your favorite ways to recharge?
- When someone in a group of friends feels left out, what can they or their friends do to help?
- What strengths do both introverts and extraverts bring to society that should be valued and celebrated?
- Do you think it's better to be friends with people who are the same or different type as you?
- If one friend is an extravert and the other one is an introvert, what problems might they have?
- If one friend is an extravert and the other one is an introvert, what good does each of them get from this friendship?



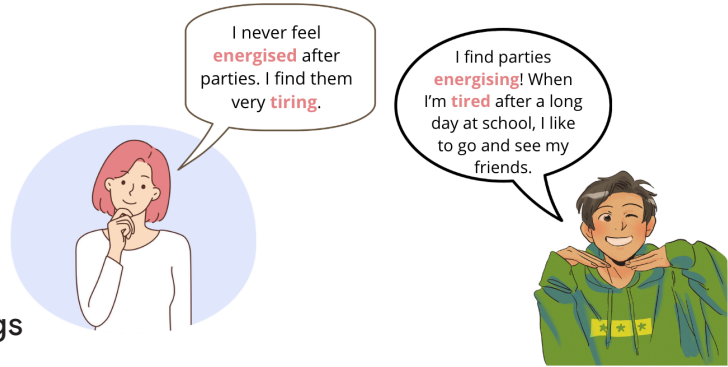
Tasks in Wordwall:



Great work today!



LESSON 2. -ED / -ING ADJECTIVES



Task 1

Look at the speech bubbles.

Which two highlighted words are feelings and which are descriptions?

1. feelings: **energised**, _____
2. descriptions: **energizing**, _____

Grammar

- use adjectives ending in **-ing** when we want to **describe** a situation or a person: a surprising story; an interesting book.
- use adjectives ending in **-ed** when we want to talk about **feeling**: He was surprised to see me; I was interested in the lecture.

Task 2

Write **-ed** or **-ing**.

1. We were so energis__ after the training, that we decided to go for a walk in the park.
2. I'm so excit__ to see my friend tomorrow! We haven't met for weeks!
3. She is a very interest__ person. I'd like to talk to her more.
4. That lecture was the most bor__ thing in the world. I almost fell asleep.
5. Jane has already left. She just felt overwhelm__ with all the noise and crowd.
6. Watching the sunset makes me feel calm and relax__.
7. Thank you, this was such an amaz__ party! We should do it again some time.
8. It is surpris__ to see you here! You usually avoid crowds.

Task 3

Complete the sentences with adjectives ending in **-ing** / **-ed** so that they are true for you.

1. I feel most energised when _____.
2. I find _____ tiring.
3. I was so surprised when _____.
4. _____ is very relaxing for me.
5. I think _____ is a very interesting person, because _____.
6. The last time I was excited was _____.
7. I sometimes find _____ overwhelming.

Tasks in Wordwall:



LESSON 3. PERSONALITY TEST

Task 1

What is the difference between extraverts, introverts, and ambiverts? Do you know your type?

Watch the video and take notes of the key differences.



Task 2

A. Answer the following 10 questions as honestly as possible. Choose the option that best describes how you usually feel or behave.

1. How do you usually feel at a crowded party?
Energized and excited.
A Tired and stressed.
B It depends on the situation.
C
2. How do you like to spend your weekend?
Hanging out with friends.
A Staying at home with a good book or movie.
B A mix of both socializing and alone time.
C
3. How do you recharge after a difficult day?
Spend time with others.
A Spend time alone.
B Depending on my mood.
C
4. When you meet new people, how do you feel?
Excited
A Stressed
B Sometimes excited, sometimes stressed
C
5. Do you enjoy being the center of attention?
Yes, I love it.
A No, I avoid it.
B Sometimes, but not always.
C
6. Do you like to have small talk with strangers?
Yes
A No
B Sometimes
C
7. Do you prefer working in a team or working alone?
In a team
A Alone
B It depends on the task
8. How talkative are you?



I always have a lot to say.

A I prefer to listen.

B It depends on the topic.

C

B. Add up your score and read the results.

Scoring

- For each "A" answer, give yourself 2 points.
- For each "B" answer, give yourself 0 points.
- For each "C" answer, give yourself 1 point.

Results

- 0–5 points: Introvert
You prefer solitude and quiet environments. Socialising can be tiring for you, and you need alone time to recharge. You enjoy deep, meaningful conversations over small talk.
- 6–11 points: Ambivert
You have a balance of introverted and extroverted traits. You enjoy socializing but also value your alone time. Your preferences can change depending on the situation and your mood.
- 12–16 points: Extrovert
You are very sociable and feel energized by interacting with others. You enjoy being the center of attention and often initiate conversations. You find solitude difficult and prefer being around people.



Task 3

Work in pairs and discuss the results of the test:

Tell your partner what type you got and whether you agree with the result.

- Compare your answers and see what you have in common.
- If you weren't given just three options of answers, tell each other how you would answer each question in more detail.



Tasks in Wordwall:



Great work today!



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LESSON 4. I ACCIDENTALLY BECAME A MEME

Vocabulary

meme — мем (зображення або відеозапис гумористичного характеру)

accidentally — випадково

disaster — катастрофа

go and check it out — піти подивитись, що там

take a picture of... — сфотографувати когось або щось

was into Harry Potter — був фанатом Гаррі Поттера

evil smile — недобра, злісна посмішка

competition — змагання

horrible — жахливий

take it too seriously — сприймати це занадто серйозно

huge impact on my life — величезний вплив на моє життя

at the time — на той час

celebrity — знаменитість



Scan the QR code, listen to the pronunciation of the words and repeat.



Task 1

Discuss in pairs.

1. What's a meme? Explain in your own words.
2. Have you ever seen this photo? Why do you think it is a meme? Why is it popular?
3. What might the story behind this photo be? How was it taken? Why is the girl smiling? Do you think it is her house burning?

Task 2

A. Watch the video and answer the questions.

1. Who took the photo?
2. What is happening in the photo?
3. How did it become famous?
4. How does the girl in the photo feel about being 'a celebrity'?

B. Watch the video again and decide whether the statements are True or False.

1. The owners of the house accidentally started a fire which burnt their house down.
2. The girl's family heard a noise outside and decided to go and check it out.
3. The girl's parents were into Harry Potter at the time, that's why they dressed their son in a Harry Potter outfit.
4. The girl's father sent the photograph to a magazine and won a competition.
5. She tries not to take the evil memes with her picture too seriously and doesn't get very upset about it.
6. The meme made the girl a big celebrity and had a huge impact on her life.



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Task 3

Discuss in pairs.

1. How would you feel if a picture of you became popular? Would you like to be this kind of a 'celebrity'?
2. Would you like to be famous for anything else? What for, if so? Why (not)?
3. Are famous people always wealthy or living a glamorous lifestyle?
4. Are famous people always happy? Why (not)?
5. Do you post on social media? If so, are you a little bit famous?
6. Has social media made it easier to get famous? Is this good or bad?
7. People are interested in the lives of famous people. Is this okay, or should people mind their own business?
8. Children sometimes get famous (like the Disaster Girl, for example). How does this affect the child's life?
9. Are there any famous people you admire? Who are they? What do you like about them?



You did a great job today!



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LESSON 5. NARRATIVE TENSES

Grammar

"It **was** a normal day. We **were watching** TV and we heard all these fire sirens. My dad **had** just **got** a new camera. My dad **was taking** pictures of the house and of everything that **was going** on, and then he **said** it **was** my turn to smile."

Past Simple: To describe completed actions or events that happened one after another.

Example: It was a normal day. We heard all these fire sirens.

Past Continuous: To describe actions that were in progress at a specific moment in the past.

Example: We were watching TV and we heard all these fire sirens.

Past Perfect: To describe an action that was completed before another action in the past.

Example: My dad had just gotten a new camera.

Task 1

Work in pairs. Explain the difference between pairs of the sentences like in the example.

O. She finished her homework ...

- A when her mom was cooking dinner. "Cooking dinner" was in progress when "she finished her homework".
- B and her mom cooked dinner. Two actions in Past Simple indicate two events that happened one after another.

1. They went outside ...

- A because they had heard a noise.
- B and heard a noise.

2. Her father took a photo of her...

- A and she smiled.
- B while she was smiling.

3. His father was taking photographs of him ...

- A as he was taking off his new glasses.
- B but he took off his glasses.

4. He gave me a book ...

- A so I read it.
- B but I'd read it.



Task 2

Put the verbs in the brackets in the correct forms.

1. He _____ (phone) while we were having dinner.
2. When I got up it _____ still _____ (rain).
3. I _____ (see) you yesterday. You were sitting on a bench and talking on the phone.
4. I _____ (hurt) my foot when I _____ (jog) yesterday.
5. When Karen arrived, we _____ already _____ (have) dinner. Luckily, she wasn't hungry.
6. The photo had become viral, before she _____ (realize) it.
7. I _____ (come) home, _____ (take) off my shoes, _____ (turn) on the lights, and only then _____ (realize) that I _____ (leave) my groceries in the supermarket
8. I was so surprised! I never _____ (see) anything like that before.

Task 3

Complete the story using the verbs in the box in one of the Past tenses.

spend play hear gather read set call become make smile

THE STORY BEHIND A FAMILY PORTRAIT

It was a sunny day. We were having a picnic in the park. My brother and I _____(1) badminton while my mum _____(2). My dad had recently bought a new camera, and he _____(3) the whole morning learning how to use it.

As we were playing, we _____(4) thunder in the distance. The weather had been perfect all day, but now dark clouds _____(5). My dad really wanted to get a family portrait before the weather spoiled completely and he _____(6) us over to pose for a picture.

We gathered under a big tree, and he _____(7) the timer on the camera. While we were waiting for the shutter to click, we were all laughing because my sister _____(8) a silly face. The rain started pouring down just as the camera captured the moment.

This picture _____(9) our favourite. It showed us all together, happy, as we _____(10), and raindrops were beginning to fall around us. It reminded us of how quickly the weather changed and how much fun we had despite the sudden rain.

Tasks in Wordwall:



Fantastic effort today! Keep up the great work!



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LESSON 6. TELLING STORIES

Task 1

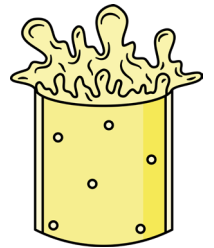
A. Discuss in pairs.

- Do you know this meme?
- What do you think could be the story behind these photos?



B. Underline the correct alternatives.

1. At the time, Brittany was working / had worked at a bank.
2. She never tried / had never tried kombucha before that day.
3. One day, she shopped / was shopping in a supermarket and decided to buy this new drink.
4. At home she filmed / had filmed herself while she was trying kombucha, and uploaded it on TikTok.
5. She hadn't been famous before this video went / had gone viral.
6. She got / was getting fired after her boss had seen all the memes of her on the Internet.
7. Brittany became / was becoming famous and started appearing on famous shows.



C. Which of the sentences about the girl in the photos do you think are true and which are false?



Task 2

A. Look at the photos. How do you think they have been taken? Discuss your ideas with your partner.

Think of the following things:

- who took the photos?
- what was the photographer doing on that day, at that moment?
- what was happening around?
- what had happened before? How had these objects happened to be here?
- why did the photographer decide to take the photo?



B. Choose one of the photos and prepare a story of how it was taken. Write a short plan of your story. Include as many details as you can. Then tell your story to your partner.

Task 3

Choose one of your favorite photographs in your photo gallery and write the story behind it.

Include such details:

1. who took this photo.
2. what you were doing on that day, at that moment.
3. what was happening around.
4. what had happened before.
5. why the photographer decided to take the photo.
6. what happened after.
7. why you decided to choose this photo.

Tasks in Wordwall:



You all did
an amazing job!



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LESSON 7. IS THIS FOOD GOOD FOR YOU?

Vocabulary

harmful to your health — шкідливі для вашого здоров'я

negative consequences — негативні наслідки

undergo processing — піддаються обробці

artificial — штучний

high in sugar, salt — з високим вмістом цукру, солі

beneficial — корисний

increased risks of — підвищені ризики

consumption — споживання

reduce the impact on — зменшують вплив на

cook a meal from scratch — готувати їжу “з нуля”



Scan the QR code, listen to the pronunciation of the words and repeat.



Task 1

A. Discuss the questions with your partner.

1. Do you think it is important to eat a healthy diet? Why?
2. What is a healthy diet for you? Do you try to eat healthy?
3. Are there food groups that we should eat less or avoid? What are they? Why?
4. Have you heard of ultra-processed food? What do you think it is?

B. Watch the video and find out what UPFs are.



Task 2

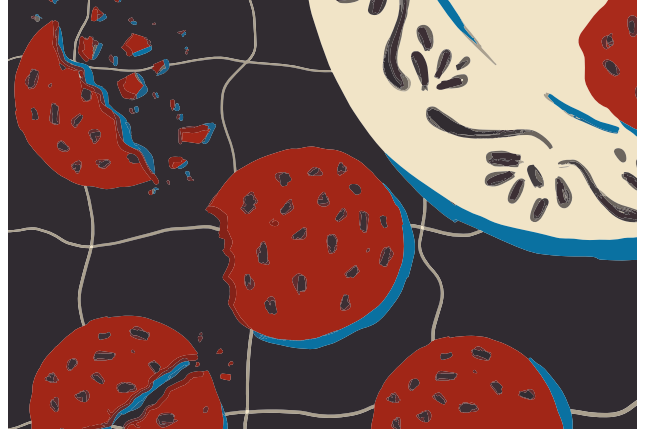
Watch the video again and complete the summary with the missing words.

Ultra-processed foods are the products which undergo a lot of processing and contain _____(1) ingredients. They are often high in calories, fat, _____(2), and salt. The examples of UPFs include sweets, fried snacks, processed meats, cakes and biscuits, sauces, spreads, and dips. These foods can be harmful to your _____(3), leading to negative consequences such as increased risks of obesity, heart disease, cancers, and diabetes. To reduce the impact of these foods on our health and the environment we should minimize their _____(4). Instead, choose whole foods and cook your meals from scratch, using _____(5) ingredients.

Task 3

A. Look at the list of foods and say which ones are healthier options and which ones are ultra-processed.

- Packaged cookies
- Baked sweet potato fries
- Homemade granola
- Breakfast cereals
- Grilled chicken breast
- Frozen pizza
- Sweetened fruit juices
- Fresh fruit smoothie
- Greek yogurt
- Sugary drinks



B. Discuss the questions with your partner.

1. Which of these foods do you like, and which ones do you dislike?
2. What do you normally eat for breakfast?
3. Do you like sugary drinks and supermarket fruit juices?
4. Do you like cooking? What dishes can you make from scratch?
5. It is recommended that UPFs take up no more than 20% of your diet. Is it so for you? How much of your diet are UPFs?
6. In the UK, 57% of the daily calories of an average adult come from UPFs. Why do you think people eat so much of them even despite health risks?
7. Do you think such a high consumption of UPFs is a problem that needs immediate attention? If so, what can people do to reduce the negative impact of UPFs?



Tasks in Wordwall:




Fantastic job! You're on the right track!



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LESSON 8. COMPARATIVE AND SUPERLATIVE ADJECTIVES



Greek yogurt with berries is a **healthier** option because it is much **lower** in added sugar than cookies and **more nutritious**. I eat cookies sometimes because I like them, but not too often as they aren't **the best** for my health.

Grammar

We use Comparative and Superlative forms of adjectives to compare things, places, people, etc.

Comparative

Short adjectives: add -er

low → lower

fat → fatter

healthy → healthier

Longer adjectives: use 'more' or 'less'

nutritious → more nutritious

bored → less bored

clever → more clever

Irregular adjectives: memorize

good → better

bad → worse

far → farther

Superlative

Superlative

Short adjectives: add -est

low → the lowest

fat → fattest

healthy → the healthiest

Longer adjectives: use 'the most' or 'the least'

nutritious → the most nutritious

bored → the most bored

clever → the most clever

Irregular adjectives: memorize

good → the best

bad → the worst

far → the farthest

- Use 'than' to compare two or more things:
Berries are **healthier than** cookies.
- Always use either article 'the' or a possessive pronoun (my, you, our, etc.) before the superlative form:
Cookies aren't **the best** option.
Pasta with salmon is **my most nutritious** meal today.
- Use '(not) as ... as' with a basic form of an adjective to say things are (not) the same:
Cola is **as unhealthy as** potato chips.
Homemade granola **isn't as sugary as** supermarket cereal.



Task 1

Correct the mistakes.

1. France isn't big as the US.
2. Apples are less expensive mangos.
3. People have less healthier diet than they used to.
4. One of the most misspelled words in English is 'accommodation'.
5. My baddest habit is reading in the dark.
6. My sister's work is more hard than mine.



Task 2

Complete the sentences with the correct form of the adjectives in brackets.

1. Life is _____ (stressful) now than it used to be.
2. People in Japan have _____ (healthy) diet in the world.
3. My room isn't as _____ (big) as my sister's.
4. The farmer's market is _____ (far) away from my home than the bakery.
5. People often eat too much fast food because it's simply _____ (cheap) than a healthy diet.
6. Sausage with ketchup is _____ (not nutritious) option in our school cafeteria.
7. Usual buckwheat is as _____ (good) for you as quinoa.

Task 3

Compare the foods using the given adjective. Use 'as ... as', Comparative, and Superlative forms.

e.g. filling: protein shake — banana — candy bar:

→ A candy bar is less filling than a banana. Protein bar is the most filling.

- **tasty:** apple pie — plain yogurt — oatmeal cookies
- **nutritious:** grilled cheese sandwich — frozen chicken nuggets — fruit slices
- **fresh:** canned beans — vegetable salad — store-bought smoothie
- **sweet:** dark chocolate — sugar-free gum — caramel popcorn
- **expensive:** organic honey — regular milk — almond milk
- **fat:** avocado — butter — donuts
- **spicy:** chilly peppers — black pepper — mustard

Tasks in Wordwall:



Keep shining, you're doing wonderfully!



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LESSON 9. CREATE A HEALTHY MENU

Task 1

Work in pairs. Brainstorm healthy options of meals and snacks for teenagers. Come up with at least 7 options for each group.

1. Breakfast: _____
2. Lunch: _____
3. Desserts: _____
4. Snacks: _____
5. Drinks: _____

You can use the words below when you run out of ideas!



Vocabulary

oatmeal — вівсянка
nuts — горіхи
whole-grain toast — цільнозерновий тост
honey — мед
spinach — шпинат
berries — ягоди
scrambled eggs — яєчня-бовтанка
pancakes — млинці
cottage cheese — сир
peanut butter — арахісова паста
cucumber — огірок
hummus — хумус
salmon — лосось
baked potato — печена картопля
herbal tea — трав'яний чай



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Task 2

Work in the same pairs. You're going to create a healthy menu for your school cafeteria.

- decide which foods will go on the menu, by choosing healthier options
- mark each menu item with a nutrition score, for the teen customers to know what's more healthy and what is less

School cafeteria Menu

Nutrition score
 Very healthy
 OK
 Unhealthy

Breakfast
Granola 

Lunch

Desserts

Drinks

Task 3

Swap partners. Present your menu to your new partner, explain what you chose and why.

Decide whose menu is healthier.

Tasks in Wordwall:



Impressive work! Keep reaching for the stars!



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LESSON 10. CELL PHONES AT SCHOOL

Vocabulary

impact learning and concentration — впливати на навчання і концентрацію уваги

track notifications — відстежувати сповіщення

distract — відволікати

be distracted — відволіктися

disrupt the learning process — порушити навчальний процес

text — повідомлення; писати повідомлення, переписуватись

miss out — проґавити

fear of missing out — страх щось пропустити

anxiety — тривожність

restriction — обмеження, заборона

ban — забороняти

suggest — пропонувати



Scan the QR code, listen to the pronunciation of the words and repeat.



Task 1

How do cell phones impact teenagers' concentration and learning? Watch the video and find out.



Task 2

Watch the video one more time, and choose the answers a, b, or c to the questions 1-5 below:

1. What is the main problem discussed in the video?

- A The impact of cell phone use on student learning
- B The need for cell phone restrictions in schools
- C The importance of cell phones for parent-child communication

2. According to the video, how often do teenagers typically check their phones?

- A Every 5 minutes
- B Every 10 minutes
- C Every 15 minutes

3. How do cell phone notifications impact students' ability to focus on tasks?

- A They only impact concentration for a short time
- B They can disrupt concentration for over 20 minutes
- C They create anxiety but do not impact concentration

4. What did the researchers do to demonstrate the impact of cell phone notifications on students?

- A They measured students' heart rates and skin responses while their phones were moved away
- B They asked students to complete a task while texting
- C They compared the academic performance of students with and without cell phones

5. What solution do the researchers suggest?

- A Banning cell phones and smart watches completely
- B Allowing students to use their phones freely during class to avoid fear of missing out (FOMO)
- C Helping students learn to manage their own phone use

Task 3

A. Choose the statements that are true for you.

- 1. I text a lot during the day.
- 2. I like to turn off all the notifications on my phone, because I don't want to be distracted by them.
- 3. I don't think that cell phones impact my learning and concentration.
- 4. If I don't check my phone every 15 minutes I start feeling FOMO.
- 5. I think it's a good idea to ban cell phones at school.
- 6. I don't think cell phones should be banned at school. I prefer the solution suggested in the video: to teach students to manage phone use.

B. Work in pairs or groups. Compare your experiences with each other. Explain your choice.

Example:

I text a lot during the day. I chat with my friends, we send memes and funny videos to each other. What about you, do you text a lot?

No, not really. I mute all my notifications while I'm at school and then in my football practice, because I don't like to be distracted. So number 2 is definitely true for me. What about you?

Tasks in Wordwall:



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LESSON 11. GRAMMAR FOR TALKING ABOUT RULES

Task 1

Look at the list of rules of School X and circle those that you have at your school too.

1. Matches and lighters are **banned** on school grounds.
2. Students **aren't allowed** to use cell phones in class.
3. Students must **attend** school regularly and be on time for all classes.
4. Students **are allowed** to wear casual clothes, like jeans and sweatshirts.
5. Bullying and discrimination of any kind are strictly **prohibited**.
6. Students **have to** come on time.
7. Everyone **is supposed** to be nice to each other.
8. Students **aren't supposed** to leave school territory before the end of classes.

Grammar

Look at the highlighted words in Task 1 and answer the questions:

Which four structures are used to prohibit (заборонити) something?

isn't / aren't allowed, _____, _____, _____

Which three structures are used to talk about obligations (обов'язки)? _____,

_____, _____

Which structure is used to permit (дозволити) something? _____

After which structures do we use infinitives with "to"? is / are (not) allowed,

After which structures do we use infinitives without "to"? _____, _____

Which structures are not followed by verbs? _____, _____

Task 2

Underline the correct alternatives.

1. You have **to do** | **doing** your homework if you want to get good grades.
2. You're supposed **raise** | **to raise** your hand if you want to say something in class.
3. Cheating and plagiarism are | — strictly prohibited.
4. Students aren't allowed **skip** | **to skip** classes without good reason.
5. Casual clothes **is** | **are banned**. Everyone must **wear** | **to wear** a shirt and a tie.

Task 3

Complete the rules using the words in brackets.



- 1) During the lesson we _____ speak English. (supposed)



- 2) You ... be late. (allowed)



3) You _____ raise your hand, if you want to ask something. (must)



4) Drawing in textbooks _____. (prohibited)



5) Chewing gums _____. (banned)



6) You _____ listen to music in class. (allowed)



7) You _____ take tests at the end of each term. (have)



8) You _____ run in school. (supposed)

Great work today!

Tasks in Wordwall:



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LESSON 12. IDEAL SCHOOL RULES

Task 1

Talk to your partner. Describe your ideal school. Think of the following aspects:

1. school building, classroom design;
2. what students do / don't do;
3. what teachers do / don't do;
4. what parents do / don't do;
5. what lessons there are;
6. other aspects you find important.

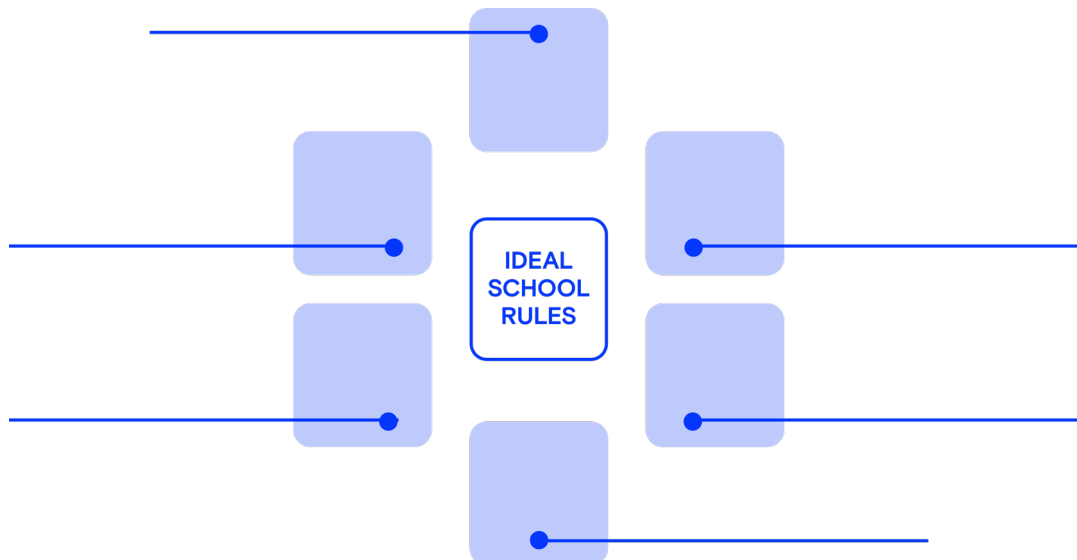


Task 2

A. Now you're going to create a set of rules for this school. Write a list of 6 rules for your ideal school.

Use the language from the previous lesson:
Students are allowed / aren't allowed to ...
Teachers are supposed to / aren't supposed to ...
... is prohibited during breaks
Everyone must ...

B. Now, draw an icon to represent each rule.



Task 3

1. Present your ideas to your partner or the class.
2. Listen to other presentations and choose one rule you like in each presentation.
3. In pairs, discuss whether you think these rules are realistic and why.

Tasks in Wordwall:



LESSON 13. IS E-SPORT A SPORT?

Vocabulary

physical activity — фізична активність

competitive — (про захід, спорт) такий, що передбачає змагання;
(про людину) така, що любить змагатись

competition — змагання

compete — змагатися

audience — аудиторія

violence — насильство, жорстокість

athlete — спортсмен

prize money — призові гроші

event — подія



Esports — short for electronic sports, is a form of competition using video games. Esports often takes the form of organized, multiplayer video game competitions, between professional players, played individually or as teams.

Task 1

A. Discuss in pairs or groups.

1. Do you know what e-sport is? See the definition if you don't.
What are some of the most popular esports games and genres today?
2. Why do you think people like esports? Both playing and watching.
3. Have you ever watched any esports events? What did you think of it? If you haven't watched an esports event, would you like to watch one?
4. Should we consider esports as a sport? Why / Why not?
5. Can esports become an Olympic event in the near future? Why?

B. Watch the video and answer question 5 in Task 1a.



Task 2

A. Watch the video again and complete the summary with the words from the Vocabulary section.

In the video, the president of the International Olympic Committee (IOC) discusses the potential of esports becoming an Olympic _____. While agreeing that there is _____ activity in competitive gaming, there are worries about _____ in some games, which does not go with Olympic values. The IOC believes more research and discussion are needed to decide if esports can become an Olympic sport. Despite the industry's rapid growth and recognition of the gamers as professional _____, it is still unclear whether it has an Olympic future.

B. Complete the collocations with the word in the box.

win keep defeat lose set / break enter come

Vocabulary

- _____ fit — підтримувати форму
- _____ a record — встановити / побити рекорд
- _____ the opponent — перемогти суперника
- _____ a prize — виграти приз
- _____ a match — програти в матчі
- _____ first / second — прийти першим / другим
- _____ a competition — взяти участь у змаганні



Scan the QR code, listen to the pronunciation of the words and repeat.



Task 3

Discuss in pairs.

1. Can you imagine e-sport events at the Olympics? What might such events look like?
2. Do you agree that video games are too violent for the Olympics? Why/Why not?
3. What are the arguments against having competitive video gaming at the Olympics?
4. Do you play or do any traditional sports? If yes, why? What do you like about it? If you don't, would you like to?
5. Have you or your team ever entered a sports competition? Talk about it if you have. If you haven't, would you like to? In which sport?
6. Do you like competition in other areas of your life aside from sports? Would you say you're a competitive person? Explain.
7. Have you ever been to a sporting event? Talk about it
8. Do you watch sports on TV? Do you follow sports news?

Tasks in Wordwall:



LESSON 14. PRESENT PERFECT VS. PAST SIMPLE

Hey Jamie, **did** you **see** the e-sports tournament last night?

Absolutely! Esports have all the elements of traditional sports. Esport players have coaches, training schedules, and competitions. It's just a different kind of athleticism.

Have you ever **played** in an online tournament?

No, **I haven't tried** anything like that yet. But I'd love to!

Yeah, it **was** amazing! But, do you really think esports are actual sports?

I've tried a few, but nothing serious. And you?

Task 1

Read the dialogue and find an example for each use of Present Perfect and Past Simple in the rule.

Grammar

Past Simple

V2 (did)

- action that happened in a completed time period: yesterday, last ..., in the morning, ... ago, in 2008, in primary school, that time, etc.

- when we describe the details of an experience
___it was amazing___

Present Perfect

have/has + V3

- action that happened in an unfinished time period: today, this ..., always, never, ever, in my life, recently, etc.
- when we don't mention when the action happened, and it has relevance to the present
- with the words already, just, yet



Task 2

Choose the correct alternative.

1. I already saw / 've already seen the game twice. It's so good!
2. Did you ever win / Have you ever won a prize?
3. I entered / have entered that competition without any expectations and, surprisingly, I won / have won!
4. I always was / 've always been competitive!
5. That was / 's been such a great event! We had / 've had a lot of fun!
6. I want to keep fit so I decided / 've decided to start jogging.
7. Oh, you're watching the game already! When did it start / has it started?
How much did I miss / have I missed?
8. I bought / 've bought new running shoes and I can't wait to try them out!

Task 3

Complete the sentences with the Present Perfect or Past Simple form of the verbs in the brackets.

Emma: Hey Jack, 1) _____ you _____ (hear) about the school football game yesterday?

Jack: Yeah, I 2) _____ (watch) it! Our team won 3-1. It 3) _____ (be) awesome!

Emma: No way! That's great! How 4) _____ Mark _____ (play)?

Jack: He 5) _____ (play) really well. He 6) _____ (score) two goals! I think all that practice has paid off.

Emma: That's amazing! I knew he would improve. 7) _____ you _____ (see) Sarah lately? She used to be on the basketball team.

Jack: Yeah, I 8) _____ (see) her last week. Apparently, she 9) _____ (quit) basketball and started playing tennis instead. She's loving it.

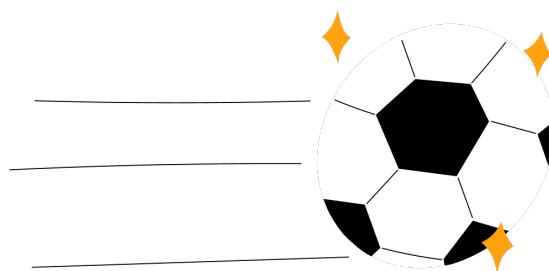
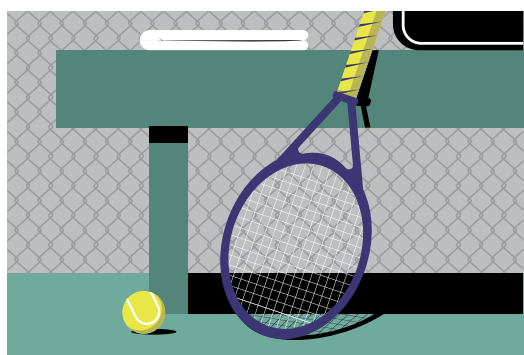
Emma: Tennis? When 10) _____ this _____ (happen)?

Jack: I think she 11) _____ (start) about six months ago. She 12) _____ already _____ (win) a few matches.

Emma: Wow, she's quick to pick up new sports. I 13) _____ (try) anything new in ages.

Jack: Maybe you should! It's always fun to learn something different.

Emma: Yeah, maybe I'll give it a shot.



Tasks in Wordwall:



Great work today! Keep believing in yourself!



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LESSON 15. LET'S DISCUSS E-SPORT

Task 1

A. Complete the table with the phrases below.

You might be right, but ...

That's a good point.

I don't think so.

Exactly!

Useful phrases

Agreeing completely

Absolutely!

I totally agree.

That's true.

I know what you mean.

Agreeing, but not completely

I see what you mean, but ...

I kind of agree. But still, ...

I suppose so.

Disagreeing

I'm not sure that's true.

I'm afraid I don't see it like that.

I have to disagree on this one.

B. Listen and repeat.

Task 2

Read the statements below and prepare to express your opinion on them, whether you agree or disagree. Think of good arguments to support your opinion, translate the words you forgot, and take notes.



1. Esports should be seen as real sports and included in the Olympics.
2. The fact that more young people are playing esports these days is leading to less interest in traditional sports.
3. Too much screen time in esports harms players' physical and mental health.
4. Schools should include esports in their physical education classes.
5. Parents should support their kids in pursuing esports careers due to the growing industry and potential high earnings.
6. Esports offer better opportunities for people with disabilities compared to traditional sports.
7. Violence in many esports games negatively affects players' behavior in real life.
8. Esports can be a great tool for education and skill development.
9. Esports events should have stricter age limits to protect young viewers from the content that's bad or dangerous for them.

Task 3

Work in pairs and discuss the statements in Task 2. Work this way:

- Student A reads out the first statement and expresses their opinion on it.
- Student B agrees or disagrees with Student A and explains why.
- Continue the discussion as long as you can.
- Student B reads out the next statement and expresses their opinion on it.
- Student A agrees or disagrees with Student B and explains why.
- Continue the discussion as long as you can ...

Don't forget to use the phrases in Task 1.



You're doing an awesome job, keep going!



Tasks in Wordwall:



LESSON 16. HOW TO MANAGE STRESS

Task 1

Complete the word map with the phrases in the box. Translate the phrases you don't know.

can lower stress | are a source of stress | helps you handle stress |

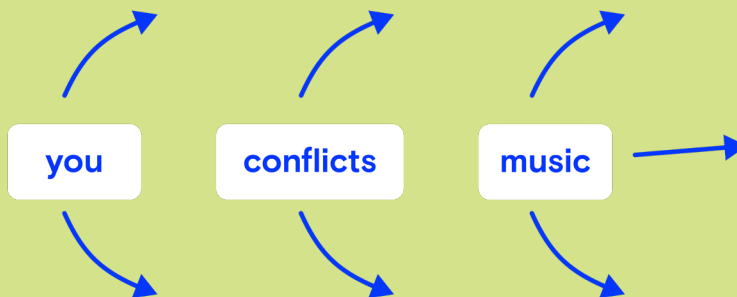
are stressed out | cause stress

Vocabulary

Collocations about stress

are under stress

helps you manage stress



fight-or-flight response — реакція «бийся або тікай»

under pressure — під тиском

meet the deadline — встигнути у визначений термін

put things off until the last minute — відкласти справи до останньої хвилини

avoid — уникати

feel overwhelmed — відчувати себе перевантаженим
або переповненим емоціями

make time for — знайти час для



Scan the QR code, listen to the pronunciation of the words and repeat.



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Task 2

A. What are the best ways to deal with stress? Look at the list below and explain how you understand each one.

Example: "Balance work and play." probably means that we shouldn't work all the time and make time for rest. If you don't get enough rest, you will feel very stressed, and it might cause health problems.

1. Balance work and play.
2. Plan your day.
3. Stick to your plan.
4. Ask for help when you need it.
5. Use the positive energy of stress.
6. Deal with problems as they come up.
7. Eat good foods.
8. Get enough sleep.
9. Exercise every day.
10. Breathe deeply.



B. Read the article and check your ideas. After you've read it, discuss with your partner the ideas you didn't mention in Task 2a.



Task 3

Discuss the questions with your partner.

1. Which ideas in the article do you find most useful? Why?
2. Which recommendations have you tried? Did they work? Share your experience.
3. Which of the recommendations would you like to try?
4. Do you know other ways to handle stress? What are they?
5. Do you work / study well under pressure? Share your experience.
6. Do you feel stressed when you need to meet a deadline? Share your experience.
7. Do you tend to put things off until the last minute? Does it stress you out? Share your experience.
8. What are the main causes of stress for people your age these days?
9. Do you think it's important to know about stress management? Explain.

Great work today!



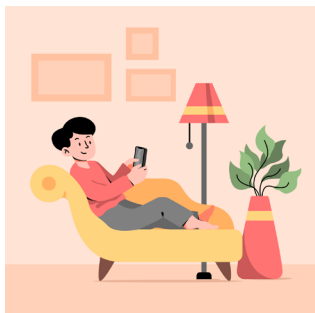
Tasks in Wordwall:



LESSON 17. PRESENT PERFECT SIMPLE & CONTINUOUS

Task 1

A. Read examples and complete the rules: write the missing parts of the formulas, answer the questions, and underline the correct alternatives



I've tried these three meditation apps, and I think they all are quite good.

I've been using this app for a month now and I love it.



Grammar

Present Perfect Simple

Form

have/has + _____

Use

- is there a result of this action in the present? _____
- is this action **completed**? _____
- we are focused **on the result** / **on the duration*** of this action

Present Perfect Continuous

Form

have/has + _____

Use

- is there a result of this action in the present? _____
- is this action **still continuing** (or stopped very recently)? _____
- we are focused **on the result** / **on the duration*** of this action

**duration – the length of time that something lasts*

Some verbs are not typically used in any Continuous tenses: be, have, understand, believe, like, hate, know etc. So even when the action expressed with such a verb is incomplete, we still use Present Perfect Simple.

e.g.

We've known each other for 10 years. (We still know each other)

I've been here for 2 hours. (I'm still here)

B. Can you summarize the rule and the main difference between these tenses in your own words? What do the two tenses have in common? How are they different?

Task 2

Underline the correct alternatives.

1. I've **worked** / **been working** like crazy! I'm so tired, but I have to keep going, the deadline is tomorrow!
2. I've **worked** / **been working** so much this week, I deserve some rest now.
3. I've **avoided** / **been avoiding** this task all week.
4. I've **had** / **been having** three exams this week. I'm so overwhelmed!
5. Sorry, I'm late. Have you **waited** / **been waiting** for a long time?
6. She's someone I can trust. We've **known** / **been knowing** each other for ages.
7. I'm so sick of this rain! It's **rained** / **been raining** non-stop since last week!
8. Have you ever **failed** / **been failing** to meet a deadline?

Task 3

A. Complete the sentences with true and false information about yourself.

Present Perfect Simple

I've never _____.

I've just _____.

I haven't been to _____, but I'd love to go.

I've known _____ for _____.

Present Perfect Continuous

I've been _____ for days now

I've been _____ all day.

I've been _____ since I was _____ years old.

I've been _____ more than usual.

B. Read your sentences to your partner or to the class and they will guess whether your sentences are true or false.

Great work today!

Well done!



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LESSON 18. HAVE YOU BEEN STRESSED LATELY?

Task 1

Work in pairs. Brainstorm what can cause stress in people your age and ideas for stress management:

Sources of stress	Stress management techniques

Task 2

Read the dialogue below and complete it with the parts of the sentences below.

1. Have you tried
2. Yeah, there are a few I've used.
3. Lately, I've been feeling very stressed
4. I've thought about it
5. That sounds helpful

A: _____ because of the upcoming exams. I worry that I'm not prepared enough. I haven't been able to sleep well, and I just can't stop thinking about it. The worst thing is that I worry so much I can't focus on studying.

B: _____ meditation or breathing exercises? Sometimes taking a few minutes to relax can really help clear your mind.

A: _____, but I'm not sure where to start. Do you know any good resources or apps for that?

B: _____. They have guided meditations that are great for beginners. I can send you the links if you want.

A: _____, thanks. I'll give them a try.

Task 3

Think of a couple of things that have been stressing you out recently. Then, share them with your partner and give each other advice on how to handle the stress. Follow the structure of the dialogue in Task 2. Do as many rounds as you can, sharing a new problem each time.

Tasks in Wordwall:



Great work today!



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LESSON 19. EDUCATION & CAREER

Vocabulary

career opportunities — кар'єрні можливості
accessible to everyone — доступний для всіх
self-disciplined — дисциплінований
is likely to succeed — ймовірно досягне успіху
gain work experience — здобути досвід роботи
get a degree — здобути вищу освіту
leadership skills — лідерські навички
real-world experience — реальний досвід
graduate from university — випускатися з університету
memorise — запам'ятати, вивчити на пам'ять
research a topic — дослідити тему
part-time job — робота з частковою зайнятістю
academic performance — успішність в навчанні



Scan the QR code, listen to the pronunciation of the words and repeat.



Task 1

Read the statements and put a tick (✓) next to those that you agree with, and a cross (X) next to those that you disagree with.

1. "Students who **study abroad** always have better **career opportunities** than those who do not."
2. "Higher education should be more **accessible to everyone**, despite their financial background."
3. "**Self-disciplined** students are **more likely to succeed** in life."
4. "If you want to have a successful career, it is more important to **gain work experience** than to **get a degree**."
5. "**Leadership skills** are best developed through **real-world experiences** rather than classroom learning."
6. "**Graduating from** a prestigious university guarantees a successful career."
7. "**Memorising** information for exams is less effective than truly understanding and **researching a topic**."
8. "**Part-time jobs** during university studies can negatively impact **academic performance**."

Task 2

Fill in the gaps with the words in the box.

abroad likely accessible graduated get part-time

1. He _____ from one of the most prestigious universities, so I guess finding a good job shouldn't be a problem for him.
2. He's always wanted to study _____, so he devoted a lot of time to improving his English.
3. I could use more money, which is why I'm looking for a _____ job that I can combine with my studies.
4. If you keep skipping class, you're _____ to fail your exams.
5. Unfortunately, in many countries, education isn't _____ to all children. There are simply no schools in some areas.
6. She decided to change careers and become a lawyer, so she went back to university to _____ a degree.

Task 3

In pairs, discuss the statements in ex 1. Explain why you agree or disagree with them.



Great work today!



Well done!



LESSON 20. GRAMMAR FOR TALKING ABOUT PLANS

Task 1

A. Read the text and say which title is the most suitable in your opinion. Explain your choice to your partner.

- A. From School Captain to Pro Athlete
- B. Preparing for a Summer of Growth
- C. Getting Ready for College

I'm going to become a professional athlete. I've always been good at sports. I've been playing for my school's volleyball team for years, and I'm the captain this year.

After school, I'm planning to get a degree in sports, so I'm looking for a university with a strong volleyball team.

I'm also thinking of getting a part-time job as a coach. That will help me gain real-world experience and develop my leadership skills, which is so important for an athlete.

To be professional in sports, I of course need to train a lot, so this summer, I'm joining a boot camp where we'll work out three times a day for a whole month. I can't wait! I'm sure this will be a great experience for me!

B. Read the text again and underline all the grammar structures that are used to talk about future plans.

Task 2

Read the rules and complete them with examples that you underlined in the text.

Grammar

There are many grammar and lexical structures that are used to talk about future plans. Here are some of them.

To talk about your plans and intentions, use
am/is/are going to + V
am/is/are planning to + V
e.g. I'm going to become a professional athlete
e.g. _____

To talk about fixed future arrangements, use Present Continuous.
A time, a date or a place are often mentioned
am/is/are Ving
e.g. _____

To talk about an idea or a possibility you're considering, use
am/is/are thinking of + Ving

e.g. _____

To express different levels of certainty about future actions or events
use "will" + different comment words or phrases:

I will probably + V / I probably won't + V

I will definitely + V / I definitely won't + V

I (don't) think I will + verb

I am (not) sure I will + verb

e.g. _____

There is very little difference between all these forms, and they are often used interchangeably. For example, both "I will call you later" and "I'm going to call you later" are correct. So instead of focusing on rules, try using a variety of forms. This will make your language sound more advanced.

Task 3

Complete the sentences with the missing words.

1. My cousin is thinking _____ applying to a college abroad, but she's not confident about her language skills.
2. I _____ graduating this summer! Can you believe it? Time flies so fast!
3. His academic performance is very poor. He _____ probably drop out.
4. You're the most self-disciplined person I know! I'm certain you _____ succeed.
5. I can't understand any of these formulas, so I'm just going _____ memorize them and hope I pass somehow.
6. I don't have any real-world experience, so I don't believe they _____ hire me. But I'll try anyway!
7. They're planning _____ make education more accessible for kids in this region by building a couple of new schools.



Great work!



Tasks in Wordwall:



LESSON 21. SMART GOALS




Task 1

A. Look at the two goals below. Which one do you think is more effective? Why?

I want to be better at math.

I'm going to improve my math grade from a B to an A by the end of the semester. I need this, because I'm planning to get a math degree and then work as an analyst in a big bank. I will achieve this by studying for an extra hour every day, attending weekly tutoring sessions, and completing all my homework assignments on time.

B. Have you ever come across the acronym SMART goals? What do you think the letters in SMART stand for? Look at the scheme and see if you were right.

S	Specific	Make your goal specific and narrow for more effective planning	
M	Measurable	Make sure your goal and progress are measurable	
A	Achievable	Make sure you can reasonably accomplish your goal within a certain time frame	
R	Relevant	Your goal should align with your values and long-term objectives	
T	Time-based	Set a realistic but ambitious end date to clarify task prioritization and increase motivation	

What do you think of this technique?
Would you like to try it out?



Task 2

To check if your goal is SMART, you can ask yourself the questions below. Which of the SMART criteria does each question check? Match the question with the criteria:

- | | |
|---------------|--|
| 1. Specific | A When's the deadline for my goal? |
| 2. Measurable | B What exactly do I want to achieve? |
| 3. Achievable | C How am I going to keep track of my progress?
How will I know that I have achieved my goal? |
| 4. Relevant | D Why do I want this? How is it going to help me be the person I want to be? |
| 5. Time-bound | E Do I have all it takes to achieve this goal? What resources am I going to use and where am I going to find them? |

Task 3

Now you're going to plan your SMART goals related to education and career. Where do you want to study / work? What skills do you want to learn? Write one or several goals using the SMART technique. If you want, share with your partner and check each other's goals for being SMART. Or keep your goals a secret – that's up to you!



No doubt, you're going to achieve everything you've planned!

Tasks in Wordwall:



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LESSON 22. YOUR NEXT EPIC ADVENTURE

Task 1

A. Look at the photographs. Can you guess what country this is?



B. Watch the video and organize the activities in the order they are shown in the video.

- Climbing through Nature's Window – 1
- Visiting farmer's markets
- Jumping of a plane
- Diving into the Great Barrier Reef
- Climbing a bridge in Sydney
- Snap a selfie with a Quokka
- Going to a Brighton Beach
- Exploring street art
- Going on a road trip with friends



Task 2

Complete the vocabulary section with the words in the box.

vibrant locals sights adventure road trip architecture

Vocabulary

quench the thirst for _____ — втамувати спрагу до пригод

brehtaking _____ — захоплюючі краєвиди

outdoors — на природі

amaze me — дивують мене

adrenaline junkie — людина “залежна” від адреналіну

meet the _____ — познайомитися з місцевими жителями

fresh seafood — свіжі морепродукти

_____ art scene — жвава мистецька атмосфера

unique _____ — унікальна архітектура

epic _____ — епічна автомобільна подорож

explore — досліджувати



Scan the QR code, listen to the pronunciation of the words and repeat.



Task 3

Discuss in pairs or groups.

1. Would you like to visit the country in the video? Explain.
2. Which of the places mentioned in the video would you like to visit and why?
3. Which activities in the video would you never do and why?
4. Are you an adrenaline junkie? Would you like to try extreme sports or activities, like skydiving or bungee jumping? Why do you think some people love such activities?
5. Do you like adventure? Do you ever have a thirst for adventure? If so, how do you quench it?
6. What type of traveling would you prefer: hiking in nature or exploring the architecture in the city? Why?
7. Why do some people like to meet the locals in a foreign country? What is the best way to do it?
8. If you were going on a road trip with your friends or family, where would you like to go? Why? What would you do there?
9. Are you into art? Do you like museums and galleries?
10. What is the art scene in your city like?
11. What type of activity would you prefer: going to an art gallery or spending time at a beach? Why?
12. What countries would you like to visit?
What is your TOP-5? Why?

Tasks in Wordwall:



LESSON 23. GERUND

Grammar

Gerund is a verb form ending in -ing which functions as a noun.
Here are some examples:

1. Adventure is different for everybody. For some it's about **catching** the most breathtaking sites ...
2. **Exploring** the outdoors is my favourite thing to do.
3. Whenever I'm in Australia I love **meeting** the locals.

We use gerunds:

- a. as the subject of a sentence
- b. after some verbs (suggest, love, enjoy, imagine, etc.)
- c. after prepositions (in, at, on, with, etc.)

Task 1

Match the uses of gerund a-c with the examples 1-3 in the Grammar box.

Task 2

A. Complete the sentences with the gerunds in the box.

discovering packing watching going (x2) planning visiting exploring

1. _____ travel shows can be a great way to learn about different cultures.
2. _____ a trip is almost my favourite part of a journey.
3. I enjoy _____ new places in my town.
4. She suggested _____ the museums first.
5. They talked about _____ to the mountains next summer.
6. We are looking forward to _____ the food scene in Lviv.
7. _____ for a long trip can be challenging.
8. I dream about _____ on a road trip with my friends.

B. Explain the use of gerund in each sentence: a) as a subject, b) after certain verbs, c) after preposition.

C. The verbs in the box are normally followed by a gerund. Complete the sentences with the verb pairs in the box, putting the second verb in the form of a gerund.

~~love + hike~~ enjoy + explore can't stand + wait stop + travel
avoid + travel keep + check don't mind + spend

1. I love hiking in the mountains in summer.
2. I always try to _____ during peak holiday seasons.
3. I _____ in long security lines at the airport.
4. I _____ extra money on comfortable accommodations.
5. I really _____ new cities and cultures.

6. We need to _____ for flight deals if we want to save money.
7. We decided to _____ internationally until the baby is older.

Task 3

A. Complete the sentences so that they are true for you.

1. When I travel I really enjoy _____.
2. I always try to avoid _____.
3. I can't stand _____.
4. I don't mind _____.
5. I dream about _____.
6. I'm looking forward to _____.
7. _____ can be challenging.
8. _____ is my favourite part of a journey.

B. Share your ideas with your partner.



Fantastic progress! Keep pushing forward!

Tasks in Wordwall:



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LESSON 24. YOUR TRAVEL BUCKET LIST

Task 1

a. Here are some popular travel destinations. Match them with their descriptions.



1. Mount Everest, Nepal/Tibet



2. Grand Canyon, USA



3. Paris, France



4. Great Barrier Reef, Australia



5. Rio de Janeiro, Brazil



6. Tokyo, Japan



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- a. A vibrant city known for its Carnival festival, Christ the Redeemer statue, and beautiful beaches like Copacabana.
- b. The highest peak on Earth, attracting climbers and adventurers from around the world.
- c. The world's largest coral reef system, full of marine life and vibrant coral formations.
- d. A large and breathtaking canyon shaped by the Colorado River, known for its layers of red rocks.
- e. The City of Light, famous for its iconic Eiffel Tower, romantic atmosphere, and world-class art scene.
- f. A busy metropolis blending ancient traditions with modern technology and vibrant street life.

a bucket list — a number of experiences or achievements that a person hopes to have during their lifetime.

B. Discuss

1. Why are these places popular?
2. What do people usually do there?
3. Would you like to visit any of them and why?
4. What's the best way to travel to these destinations?
5. What other places do you want to travel to? Explain.
6. Do you have a bucket list? If yes, which places from the task are already on it? If not, which ones would you add?

Task 2

A. Create your own list of TOP-10 countries you'd like to travel to.

B. Prepare to present this list to your partner. Think of the following questions:

Why do you want to visit these places?

What are you going to do there? What do you want to see?

How would you like to travel there? With whom?

Task 3

Present your list to your partner, describe each place and explain why you want to go there. See if you and your partner have the same destinations?

Tasks in Wordwall:



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ВИХІДНИЙ ТЕСТ

АНГЛІЙСЬКА МОВА

10 КЛАС

Виконай завдання 1-25. Вибери ОДНУ правильну відповідь з-поміж ТРЬОХ варіантів. Познач цю відповідь у бланку відповідей.

Choose the correct option to complete the sentences.

1. I found the movie very _____.

- A interested
- B interesting
- C interest

2. While I _____ to school, I saw an old friend.

- A walked
- B was walking
- C had walked

3. By the time the movie ended, everyone _____.

- A was leaving
- B had left
- C leaves

4. Of all the students, John is the _____.

- A tall
- B taller
- C tallest

5. This book isn't _____ the one I read last week.

- A more interesting
- B the most interesting
- C as interesting as

6. You are _____ to bring pets to school.

- A banned
- B not allowed
- C mustn't

7. I _____ to the Louver when I was in Paris.

- A went
- B have gone
- C have been

8. He _____ in this company for ten years.

- A works
- B has been working
- C is working

9. How long _____ you _____ this book? You're almost done!
- A have / been reading
B have / read
C are / reading
10. I _____ to visit my grandparents this weekend.
- A am going to
B will probably
C am thinking of
11. She is good at _____.
- A swim
B swimming
C to swim
12. When the group went to the amusement park without him, Tom felt _____.
- A missing out
B find out
C left out
13. At the party, most people were engaged in _____ talk about the weather and recent news.
- A small
B little
C tiny
14. During our hike, we stopped to take a picture _____ a breathtaking view.
- A for
B of
C from
15. Smoking is _____ to your health and can lead to serious diseases.
- A harmful
B violent
C beneficial
16. The school decided to _____ the use of cell phones during class to minimize distractions.
- A restriction
B compete
C ban
17. To _____ getting sick, it's important to wash your hands regularly and eat healthily.
- A avoid
B undergo
C suggest
18. She does well _____ pressure, always meeting deadlines and staying calm.
- A under
B in
C at

19. Internships are a great way to _____ work experience while still in school.
- A reduce
 - B gain
 - C learn
20. While attending college, he worked a _____ job at the local café to earn extra money.
- A timely
 - B part-time
 - C partly-time
21. On weekends, they enjoy spending time _____, hiking, camping, and fishing.
- A outgoing
 - B outstanding
 - C outdoors
22. On our vacation, we plan to _____ the ancient ruins and local markets.
- A explore
 - B expect
 - C explain
23. As a kid she was _____ Harry Potter.
- A in
 - B into
 - C onto
24. I'm very _____ to loud noises, so I don't like concerts or night clubs.
- A sensitive
 - B sensible
 - C feeling
25. After four years of hard work, Emily finally got a _____ in engineering.
- A greeting
 - B graduation
 - C degree

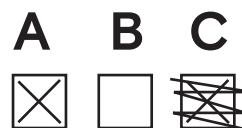
БЛАНК ВІДПОВІДЕЙ

Познач у бланку відповіді так, щоб було зрозуміло,
яким є твій варіант відповіді на завдання.

Правильну відповідь на кожне завдання позначають тільки так:



Неправильну відповідь можна виправити, замалювавши попередню позначку та поставивши нову:



	A	B	C
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2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A	B	C
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A	B	C
11.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A	B	C
16.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A	B	C
21.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

МАТЕРІАЛИ ДЛЯ ФАСИЛІТАТОРА

LESSON 1. POWER OF INTROVERTS

Важливо:

Вивчити лексику з теми “Персональні якості”.

Висловити свою думку та поділитися своїм досвідом.

Vocabulary

need for solitary time — потреба в усамітненні

it isn't a flaw — it's a gift — це не вада, а дар

feel left out — відчувати себе зайвим

have little to say — не мають що сказати

find socializing fun — вважають спілкування цікавим

energized — сповнений енергії

recharge — перезарядитися, відновити сили

chemicals — хімічні речовини

sensitive to — чутливий до

small talk — світська бесіда (розмова на загальні теми, яка не торкається глибоких або особистих питань)

listen patiently — терпляче слухати



Scan the QR code, listen to the pronunciation of the words and repeat.



Introvert: A person who feels energized by spending time alone and enjoys quieter activities.

Extravert: A person who feels energized by being around others and enjoys socializing.

Task 1

Check the definitions of extraverts and introverts. Then read the characteristics below, write "E" next to it, if you think it describes an Extravert, and "I" if you think it describes an Introvert.

Introvert / Extravert _____ .

1. always has a lot to say **E**
2. finds socializing fun
3. feels energized after parties
4. needs some solitary time to recharge
5. is sensitive to loud noises
6. is good at small talk
7. can listen patiently
8. prefers to have few friends
9. loves spending time alone



Task 2

A. Watch the video and check your ideas in Task 1.

B. Underline the characteristics in 1a that are true for you and explain your choice.

Task 3

Discuss in pairs.

- Do you think you are more of an extrovert or an introvert?
- How much (if any) solitary time do you normally need?
- Do you enjoy small talk? Why?
- What are your favorite ways to recharge?
- When someone in a group of friends feels left out, what can they or their friends do to help?
- What strengths do both introverts and extraverts bring to society that should be valued and celebrated?
- Do you think it's better to be friends with people who are the same or different type as you?
- If one friend is an extravert and the other one is an introvert, what problems might they have?
- If one friend is an extravert and the other one is an introvert, what good does each of them get from this friendship?

ВІДПОВІДІ ДО ЗАВДАНЬ:

Впр.1: 1. E; 2. E; 3. E; 4. I; 5. I; 6. E; 7. I; 8. I; 9. I

LESSON 2. -ED / -ING ADJECTIVES

Важливо:

Знати різницю використання прикметників з закінченнями -ed та -ing.

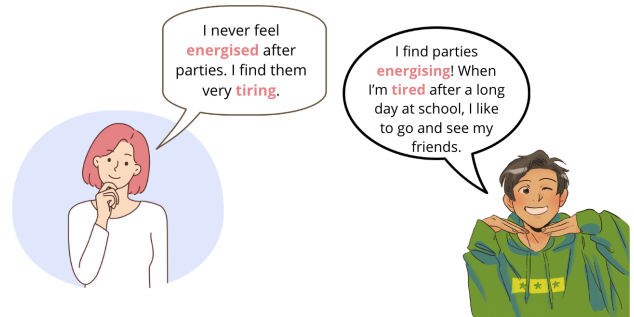
Застосувати правила, створивши свої приклади.

Task 1

Look at the speech bubbles.

Which two highlighted words are feelings and which are descriptions?

1. feelings: energized, _____
2. descriptions: energizing, _____



Grammar

- use adjectives ending in -ing when we want to describe a situation or a person: a surprising story; an interesting book.
- use adjectives ending in -ed when we want to talk about feeling: He was surprised to see me; I was interested in the lecture.

Task 2

Write -ed or -ing.

1. We were so energis__ after the training, that we decided to go for a walk in the park.
2. I'm so excit__ to see my friend tomorrow! We haven't met for weeks!
3. She is a very interest__ person. I'd like to talk to her more.
4. That lecture was the most bor__ thing in the world. I almost fell asleep.
5. Jane has already left. She just felt overwhelm__ with all the noise and crowd.
6. Watching the sunset makes me feel calm and relax__.
7. Thank you, this was such an amaz__ party! We should do it again some time.
8. It is surpris__ to see you here! You usually avoid crowds.

Task 3

Complete the sentences with adjectives ending in -ing / -ed so that they are true for you.

1. I feel most energised when _____.
2. I find _____ tiring.
3. I was so surprised when _____.
4. _____ is very relaxing for me.
5. I think _____ is a very interesting person, because _____.
6. The last time I was excited was _____.
7. I sometimes find _____ overwhelming.

ВІДПОВІДІ ДО ЗАВДАНЬ:

Впр. 1: feelings: energised, tired; descriptions: tiring, energising

Впр. 2: 1) ed; 2) ed; 3) ing; 4) ing; 5) ed; 6) ed; 7) ing; 8) ing



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LESSON 3. PERSONALITY TEST

Важливо:

Розуміти на слух відео про різницю між інтровертом, екстарвертом та амбівертом.

Пройти тест і визначити свій тип.

Обговорити результати.

Task 1

What is the difference between extraverts, introverts, and ambiverts?

Do you know your type?



Watch the video and take notes of the key differences.

Task 2

A. Answer the following 10 questions as honestly as possible. Choose the option that best describes how you usually feel or behave.

1. How do you usually feel at a crowded party?

- A Energized and excited.
- B Tired and stressed.
- C It depends on the situation.

2. How do you like to spend your weekend?

- A Hanging out with friends.
- B Staying at home with a good book or movie.
- C A mix of both socializing and alone time.

3. How do you recharge after a difficult day?

- A Spend time with others.
- B Spend time alone.
- C Depending on my mood.

4. When you meet new people, how do you feel?

- A Excited
- B Stressed
- C Sometimes excited, sometimes stressed

5. Do you enjoy being the center of attention?

- A Yes, I love it.
- B No, I avoid it.
- C Sometimes, but not always.

6. Do you like to have small talk with strangers?

- A Yes
- B No
- C Sometimes

7. Do you prefer working in a team or working alone?

In a team

Alone

It depends on the task

8. How talkative are you?

I always have a lot to say.

I prefer to listen.

It depends on the topic.

B. Add up your score and read the results.

Scoring

- For each "A" answer, give yourself 2 points.
- For each "B" answer, give yourself 0 points.
- For each "C" answer, give yourself 1 point.

Results

- 0–5 points: Introvert
You prefer solitude and quiet environments. Socialising can be tiring for you, and you need alone time to recharge. You enjoy deep, meaningful conversations over small talk.
- 6–11 points: Ambivert
You have a balance of introverted and extroverted traits. You enjoy socializing but also value your alone time. Your preferences can change depending on the situation and your mood.
- 12–16 points: Extrovert
You are very sociable and feel energized by interacting with others. You enjoy being the center of attention and often initiate conversations. You find solitude difficult and prefer being around people.

Task 3

Work in pairs and discuss the results of the test:

Tell your partner what type you got and whether you agree with the result.

- Compare your answers and see what you have in common.
- If you weren't given just three options of answers, tell each other how you would answer each question in more detail.

ВІДПОВІДІ ДО ЗАВДАНЬ:

Впр. 1:

introverts: prefer to spend time alone; get tired at parties; think before they speak; know what energizes them.

extraverts: like meeting new people and going to new places; think as they speak; enjoy group projects; like talking about themselves; impulsive; good at improvising; bored alone; know what energizes them.

ambiverts: gain energy both alone and with others; flexible; practice self-control; speak their mind freely; find it difficult to make decisions and choose.

LESSON 4. I ACCIDENTALLY BECAME A MEME

Важливо:

Знати слова з теми.

Обговорити тему "Популярність; зірки".

Розуміти на слух основну ідею відео.

Vocabulary

meme — мем (зображення або відеозапис гумористичного характеру)

accidentally — випадково

disaster — катастрофа

go and check it out — піти подивитись, що там

take a picture of... — сфотографувати когось або щось

was into Harry Potter — був фанатом Гаррі Поттера

evil smile — недобра, злісна посмішка

competition — змагання

horrible — жахливий

take it too seriously — сприймати це занадто серйозно

huge impact on my life — величезний вплив на моє життя

at the time — на той час

celebrity — знаменитість

Task 1

Discuss in pairs.

1. What's a meme? Explain in your own words.
2. Have you ever seen this photo? Why do you think it is a meme? Why is it popular?
3. What might the story behind this photo be? How was it taken? Why is the girl smiling? Do you think it is her house burning?



Task 2

A. Watch the video and answer the questions.

1. Who took the photo?
2. What is happening in the photo?
3. How did it become famous?
4. How does the girl in the photo feel about being 'a celebrity'?

B. Watch the video again and decide whether the statements are True or False.

1. The owners of the house accidentally started a fire which burnt their house.
2. The girl's family heard a noise outside and decided to go and check it out.
3. The girl's parents were into Harry Potter at the time, that's why they dressed their son in a Harry Potter outfit.
4. The girl's father sent the photograph to a magazine and won a competition.
5. She tries not to take the evil memes with her picture too seriously and doesn't get very upset about it.
6. The meme made the girl a big celebrity and had a huge impact on her life.



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Task 3

Discuss in pairs.

1. How would you feel if a picture of you became popular? Would you like to be this kind of a 'celebrity'?
2. Would you like to be famous for anything else? What for, if so? Why (not)?
3. Are famous people always wealthy or living a glamorous lifestyle?
4. Are famous people always happy? Why (not)?
5. Do you post on social media? If so, are you a little bit famous?
6. Has social media made it easier to get famous? Is this good or bad?
7. People are interested in the lives of famous people. Is this okay, or should people mind their own business?
8. Children sometimes get famous (like the Disaster Girl, for example). How does this affect the child's life?
9. Are there any famous people you admire? Who are they? What do you like about them?

ВІДПОВІДІ ДО ЗАВДАНЬ:

Впр. 2a: 1) girl's father; 2) thor neighbors donated their house for a test fire because they needed to clear the land; 3) her father sent the photo in a magazine for a competition; then people started posting it on the Internet; 4) she enjoys it, because lives a normal life and only sometimes goes to shows.

Впр. 2b: 1) False: donated their house for a test fire because they needed to clear the land; 2) True; 3) False: her brother was into Harry Potter; 4) True; 5) True; 6) False: she is popular, but she lives a normal life. Being famous hasn't had a huge impact on her life.

LESSON 5. NARRATIVE TENSES

Важливо:

Знати правила використання минулих часів.

Застосувати правила використання минулих часів.

Grammar

"It was a normal day. We were watching TV and we heard all these fire sirens. My dad had just got a new camera. My dad was taking pictures of the house and of everything that was going on, and then he said it was my turn to smile."

Past Simple: To describe completed actions or events that happened one after another.

Example: It was a normal day. We heard all these fire sirens.



Past Continuous: To describe actions that were in progress at a specific moment in the past.

Example: We were watching TV and we heard all these fire sirens.

Past Perfect: To describe an action that was completed before another action in the past.

Example: My dad had just gotten a new camera.

Task 1

Work in pairs. Explain the difference between pairs of the sentences like in the example.

O. She finished her homework ...

A when her mom was cooking dinner. "Cooking dinner" was in progress when "she finished her homework".

B and her mom cooked dinner. Two actions in Past Simple indicate two events that happened one after another.

1. They went outside ...

A because they had heard a noise.

B and heard a noise.

2. Her father took a photo of her...

A and she smiled.

B while she was smiling.

3. His father was taking photographs of him ...

A as he was taking off his new glasses.

B but he took off his glasses.

4. He gave me a book ...

A so I read it.

B but I'd read it.

Task 2

Put the verbs in the brackets in the correct forms.

1. He _____ (phone) while we were having dinner.

2. When I got up it _____ still _____ (rain).

3. I _____ (see) you yesterday. You were sitting on a bench and talking on the phone.

4. I _____ (hurt) my foot when I _____ (jog) yesterday.

5. When Karen arrived, we _____ already _____ (have) dinner. Luckily, she wasn't hungry.

6. The photo had become viral, before she _____ (realize) it.

7. I _____ (come) home, _____ (take) off my shoes, _____ (turn) on the lights, and only then _____ (realize) that I _____ (leave) my groceries in the supermarket

8. I was so surprised! I never _____ (see) anything like that before.

Task 3

Complete the story using the verbs in the box in one of the Past tenses.



spend play hear gather read set call become make smile

THE STORY BEHIND A FAMILY PORTRAIT

It was a sunny day. We were having a picnic in the park. My brother and I _____(1) badminton while my mum _____(2). My dad had recently bought a new camera, and he _____(3) the whole morning learning how to use it.

As we were playing, we _____(4) thunder in the distance. The weather had been perfect all day, but now dark clouds _____(5). My dad really wanted to get a family portrait before the weather spoiled completely and he _____(6) us over to pose for a picture.

We gathered under a big tree, and he _____(7) the timer on the camera. While we were waiting for the shutter to click, we were all laughing because my sister _____(8) a silly face. The rain started pouring down just as the camera captured the moment.

This picture _____(9) our favourite. It showed us all together, happy, as we _____(10), and raindrops were beginning to fall around us. It reminded us of how quickly the weather changed and how much fun we had despite the sudden rain.

ВІДПОВІДІ ДО ЗАВДАНЬ:

Впр.2: 1) phoned; 2) was still raining; 3) saw; 4) hurt, was jogging; 5) had already had; 6) realized; 7) came, took, turned, realized, had left; 8) had never seen

Впр.3: 1) were playing; 2) was reading; 3) had spent; 4) heard; 5) were gathering; 6) called; 7) set; 8) had made; 9) became; 10) were smiling

LESSON 6. TELLING STORIES

Важливо:

Описати історію фотографії.

Task 1

A. Discuss in pairs.

- Do you know this meme?
- What do you think could be the story behind these photos?



B. Underline the correct alternatives.

1. At the time, Brittany **was working** / **had worked** at a bank.
2. She **never tried** / **had never tried** kombucha before that day.
3. One day, she **shopped** / **was shopping** in a supermarket and decided to buy this new drink.
4. At home she **filmed** / **had filmed** herself while she was trying kombucha, and uploaded it on TikTok.
5. She hadn't been famous before this video **went** / **had gone** viral.
6. She **got** / **was getting** fired after her boss had seen all the memes of her on the Internet.
7. Brittany **became** / **was becoming** famous and started appearing on famous shows.

C. Which of the sentences about the girl in the photos do you think are true and which are false?

Task 2

A. Look at the photos. How do you think they have been taken? Discuss your ideas with your partner.

Think of the following things:

- who took the photos?
- what was the photographer doing on that day, at that moment?
- what was happening around?
- what had happened before? How had these objects happened to be here?
- why did the photographer decide to take the photo?



B. Choose one of the photos and prepare a story of how it was taken. Write a short plan of your story. Include as many details as you can. Then tell your story to your partner.

Task 3

Choose one of your favorite photographs in your photo gallery and write the story behind it.

Include such details:

1. who took this photo.
2. what you were doing on that day, at that moment.
3. what was happening around.
4. what had happened before.
5. why the photographer decided to take the photo.
6. what happened after.
7. why you decided to choose this photo.

ВІДПОВІДІ ДО ЗАВДАНЬ:

Впр.1b: 1) was working; 2) had never tried; 3) was shopping; 4) filmed; 5) went; 6) got; 7) became



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Впр. 1с: всі речення правдиві

Впр.3: можна запропонувати дітям перевірити їхні тексти за допомогою ШІ.

LESSON 7. IS THIS FOOD GOOD FOR YOU?

Важливо:

Знати слова з теми “здорове харчування”.

Дізнатись про ультра оброблену їжу.

Висловити свою думку стосовно здорового харчування.

Vocabulary

harmful to your health — шкідливі для вашого здоров'я

negative consequences — негативні наслідки

undergo processing — піддаються обробці

artificial — штучний

high in sugar, salt — з високим вмістом цукру, солі

beneficial — корисний

increased risks of — підвищені ризики

consumption — споживання

reduce the impact on — зменшують вплив на

cook a meal from scratch — готувати їжу “з нуля”

Task 1

A. Discuss the questions with your partner.

1. Do you think it is important to eat a healthy diet? Why?
2. What is a healthy diet for you? Do you try to eat healthy?
3. Are there food groups that we should eat less or avoid? What are they? Why?
4. Have you heard of ultra-processed food? What do you think it is?

B. Watch the video and find out what UPFs are.



Task 2

Watch the video again and complete the summary with the missing words.

Ultra-processed foods are the products which undergo a lot of processing and contain _____(1) ingredients. They are often high in calories, fat, _____(2), and salt. The examples of UPFs include sweets, fried snacks, processed meats, cakes and biscuits, sauces, spreads, and dips. These foods can be harmful to your _____(3), leading to negative consequences such as increased risks of obesity, heart disease, cancers, and diabetes. To reduce the impact of these foods on our health and the environment we should minimize their _____(4). Instead, choose whole foods and cook your meals from scratch, using _____(5) ingredients.

Task 3

A. Look at the list of foods and say which ones are healthier options and which ones are ultra-processed.

- Packaged cookies
- Baked sweet potato fries
- Homemade granola
- Breakfast cereals
- Grilled chicken breast
- Frozen pizza
- Sweetened fruit juices
- Fresh fruit smoothie
- Greek yogurt
- Sugary drinks

B. Discuss the questions with your partner.

1. Which of these foods do you like, and which ones do you dislike?
2. What do you normally eat for breakfast?
3. Do you like sugary drinks and supermarket fruit juices?
4. Do you like cooking? What dishes can you make from scratch?
5. It is recommended that UPFs take up no more than 20% of your diet. Is it so for you? How much of your diet are UPFs?
6. In the UK, 57% of the daily calories of an average adult come from UPFs. Why do you think people eat so much of them even despite health risks?
7. Do you think such a high consumption of UPFs is a problem that needs immediate attention? If so, what can people do to reduce the negative impact of UPFs?

ВІДПОВІДІ ДО ЗАВДАНЬ:

Впр.2: 1) artificial; 2) sugar; 3) health; 4) consumption; 5) natural

Впр.3: UPF: Packaged cookies, Breakfast cereals, Frozen pizza, Sweetened fruit juices, Soft drinks.

LESSON 8. COMPARATIVE AND SUPERLATIVE ADJECTIVES

Важливо:

Знати правила ступенів порівняння прикметників.

Порівняти продукти харчування.

Greek yogurt with berries is a **healthier** option because it is much **lower** in added sugar than cookies and **more nutritious**. I eat cookies sometimes because I like them, but not too often as they aren't **the best** for my health.

Grammar

We use Comparative and Superlative forms of adjectives to compare things, places, people, etc.

Comparative

Short adjectives: add -er

low → lower

fat → fatter

healthy → healthier

Longer adjectives: use 'more' or 'less'

nutritious → more nutritious

bored → less bored

clever → more clever

Irregular adjectives: memorize

good → better

bad → worse

far → farther

Superlative

Superlative

Short adjectives: add -est

low → the lowest

fat → fattest

healthy → the healthiest

Longer adjectives: use 'the most' or 'the least'

nutritious → the most nutritious

bored → the most bored

clever → the most clever

Irregular adjectives: memorize

good → the best

bad → the worst

far → the farthest

- Use 'than' to compare two or more things:
Berries are healthier than cookies.
- Always use either article 'the' or a possessive pronoun (my, you, our, etc.) before the superlative form:
Cookies aren't the best option.
Pasta with salmon is my most nutritious meal today.
- Use '(not) as ... as' with a basic form of an adjective to say things are (not) the same:
Cola is as unhealthy as potato chips.
Homemade granola isn't as sugary as supermarket cereal.

Task 1

Correct the mistakes.

1. France isn't big as the US.



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- Apples are less expensive mangos.
- People have less healthier diet than they used to.
- One of the most misspelled words in English is 'accommodation'.
- My baddest habit is reading in the dark.
- My sister's work is more hard than mine.

Task 2

Complete the sentences with the correct form of the adjectives in brackets.

- Life is _____ (stressful) now than it used to be.
- People in Japan have _____ (healthy) diet in the world.
- My room isn't as _____ (big) as my sister's.
- The farmer's market is _____ (far) away from my home than the bakery.
- People often eat too much fast food because it's simply _____ (cheap) than a healthy diet.
- Sausage with ketchup is _____ (not nutritious) option in our school cafeteria.
- Usual buckwheat is as _____ (good) for you as quinoa.

Task 3

Compare the foods using the given adjective. Use 'as ... as', Comparative, and Superlative forms.

e.g. filling: protein shake — banana — candy bar:

→ A candy bar is less filling than a banana. Protein bar is the most filling.

- tasty:** apple pie — plain yogurt — oatmeal cookies
- nutritious:** grilled cheese sandwich — frozen chicken nuggets — fruit slices
- fresh:** canned beans — vegetable salad — store-bought smoothie
- sweet:** dark chocolate — sugar-free gum — caramel popcorn
- expensive:** organic honey — regular milk — almond milk
- fat:** avocado — butter — donuts
- spicy:** chilly peppers — black pepper — mustard

ВІДПОВІДІ ДО ЗАВДАНЬ:

Впр.1: 1) France isn't as big as the US. 2) Apples are less expensive than mangos.

3) People have a less healthy diet than they used to. 4) One of the most misspelled words in English is 'accommodation'. 5) My worst habit is reading in the dark.

6) My sister's work is harder than mine.

Впр.2: 1) more stressful; 2) the healthiest; 3) big 4) farther; 5) cheaper; 6) the least nutritious / isn't the most nutritious; 7) good

Впр.3: 1) students' answers; 2) Frozen chicken nuggets are not as nutritious as a grilled cheese sandwich. A grilled cheese sandwich is more nutritious than frozen chicken nuggets. Fruit slices are the most nutritious. 3) Canned beans are not as fresh as a store-bought smoothie. A store-bought smoothie is fresher than canned beans. A vegetable salad is the freshest. 4) Sugar-free gum is not as sweet as dark chocolate. Dark chocolate is sweeter than sugar-free gum. Caramel popcorn is the sweetest. 5) Regular milk is not as expensive as almond milk. Almond milk is more expensive than regular milk. Organic honey is the most expensive. 6) Avocado is not as fatty as butter. Butter is fattier than avocado. Donuts are the fattiest. 7) Mustard is not as spicy as black pepper. Black pepper is spicier than mustard. Chili peppers are the spiciest.



LESSON 9. CREATE A HEALTHY MENU

Важливо:

Перелічити варіанти здорової їжі.

Скласти шкільне меню.

Презентувати своє меню.

Проаналізувати меню інших.

Рекомендації для фасилітатора: Щоби учні не відволікались на картинку в другому завданні і не почали одразу працювати на ній, можна дати перше завдання усно, не показуючи їм сторінку уроку.

Дозвольте їм користуватись перекладачем.

Task 1

Work in pairs. Brainstorm healthy options of meals and snacks for teenagers. Come up with at least 7 options for each group.

1. Breakfast: _____
2. Lunch: _____
3. Desserts: _____
4. Snacks: _____
5. Drinks: _____

Vocabulary

oatmeal — вівсянка

nuts — горіхи

whole-grain toast — цільнозерновий тост

honey — мед

spinach — шпинат

berries — ягоди

scrambled eggs — яєчня-бовтанка

pancakes — млинці

cottage cheese — сир

peanut butter — арахісова паста

cucumber — огірок

hummus — хумус

salmon — лосось

baked potato — печена картопля

herbal tea — трав'яний чай

Task 2

Work in the same pairs. You're going to create a healthy menu for your school cafeteria.

- decide which foods will go on the menu, by choosing healthier options
- mark each menu item with a nutrition score, for the teen customers to know what's more healthy and what is less

Task 3

Swap partners. Present your menu to your new partner, explain what you chose and why.

Decide whose menu is healthier.



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LESSON 10. CELL PHONES AT SCHOOL

Важливо:

Знати лексику з теми "Cell phone use at school".

Висловити свою думку щодо впливу мобільних телефонів на процес навчання.

Рекомендації для фасилітатора:

1. Перед тим, як учні візьмуться за завдання 1, важливо, щоб вони уважно продивились словник, прослухали вимову слів у Wordwall та потренувались вимовляти слова.
2. В завданні 3 спонукайте учнів використати слова з уроку у своїх відповідях.

Vocabulary

impact learning and concentration — впливати на навчання

і концентрацію уваги

track notifications — відстежувати сповіщення

distract — відволікати

be distracted — відволіктися

disrupt the learning process — порушити навчальний процес

text — повідомлення; писати повідомлення, переписуватись

miss out — прогавити

fear of missing out — страх щось пропустити

anxiety — тривожність

restriction — обмеження, заборона

ban — забороняти

suggest — пропонувати



Task 1

How do cell phones impact teenagers' concentration and learning?

Watch the video and find out.

Task 2

Watch the video one more time, and choose the answers a, b, or c to the questions

1-5 below:

1. What is the main problem discussed in the video?

- A The impact of cell phone use on student learning
- B The need for cell phone restrictions in schools
- C The importance of cell phones for parent-child communication

2. According to the video, how often do teenagers typically check their phones?

- A Every 5 minutes
- B Every 10 minutes
- C Every 15 minutes



3. How do cell phone notifications impact students' ability to focus on tasks?
- A They only impact concentration for a short time
 - B They can disrupt concentration for over 20 minutes
 - C They create anxiety but do not impact concentration
4. What did the researchers do to demonstrate the impact of cell phone notifications on students?
- A They measured students' heart rates and skin responses while their phones were moved away
 - B They asked students to complete a task while texting
 - C They compared the academic performance of students with and without cell phones
5. What solution do the researchers suggest?
- A Banning cell phones and smart watches completely
 - B Allowing students to use their phones freely during class to avoid fear of missing out (FOMO)
 - C Helping students learn to manage their own phone use

Task 3

A. Choose the statements that are true for you.

1. I text a lot during the day.
2. I like to turn off all the notifications on my phone, because I don't want to be distracted by them.
3. I don't think that cell phones impact my learning and concentration.
4. If I don't check my phone every 15 minutes I start feeling FOMO.
5. I think it's a good idea to ban cell phones at school.
6. I don't think cell phones should be banned at school. I prefer the solution suggested in the video: to teach students to manage phone use.

B. Work in pairs or groups. Compare your experiences with each other. Explain your choice.

Example:

I text a lot during the day. I chat with my friends, we send memes and funny videos to each other. What about you, do you text a lot?

No, not really. I mute all my notifications while I'm at school and then in my football practice, because I don't like to be distracted. So number 2 is definitely true for me. What about you?

ВІДПОВІДІ ДО ЗАВДАНЬ:

Впр.1: They disrupt the learning process, distract students and raise the level of anxiety. / Вони порушують навчальний процес, відволікають учнів і підвищують рівень тривожності.

Впр.2: a; c; b; a; c

LESSON 11. GRAMMAR FOR TALKING ABOUT RULES

Важливо:

Знати конструкції для опису правил.

Застосовувати вивчені конструкції для опису шкільних правил.

Task 1

Look at the list of rules of School X and circle those that you have at your school too.

1. Matches and lighters are **banned** on school grounds.
2. Students **aren't allowed** to use cell phones in class.
3. Students must **attend** school regularly and be on time for all classes.
4. Students **are allowed** to wear casual clothes, like jeans and sweatshirts.
5. Bullying and discrimination of any kind are strictly **prohibited**.
6. Students **have to** come on time.
7. Everyone **is supposed** to be nice to each other.
8. Students **aren't supposed** to leave school territory before the end of classes.

Grammar

Look at the highlighted words in Task 1 and answer the questions:

Which four structures are used to prohibit (заборонити) something?

isn't / aren't allowed, _____, _____, _____

Which three structures are used to talk about obligations (обов'язки)? _____, _____, _____

Which structure is used to permit (дозволити) something? _____

After which structures do we use infinitives with "to"? is / are (not) allowed, _____

After which structures do we use infinitives without "to"? _____, _____

Which structures are not followed by verbs? _____, _____

Task 2

Underline the correct alternatives.

1. You have **to do** | **doing** your homework if you want to get good grades.
2. You're supposed **raise** | **to raise** your hand if you want to say something in class.
3. Cheating and plagiarism are | - **strictly prohibited**.
4. Students aren't allowed **skip** | **to skip** classes without good reason.
5. Casual clothes **is** | **are banned**. Everyone must **wear** | **to wear** a shirt and a tie.

Task 3

Complete the rules using the words in brackets.



- 1) During the lesson we _____ speak English. (supposed)



- 2) You ... be late. (allowed)



3) You _____ raise your hand, if you want to ask something. (must)



4) Drawing in textbooks _____. (prohibited)



5) Chewing gums _____. (banned)



6) You _____ listen to music in class. (allowed)



7) You _____ take tests at the end of each term. (have)



8) You _____ run in school. (supposed)

ВІДПОВІДІ ДО ЗАВДАНЬ:

Впр.1:

Which four structures are used to prohibit (заборонити) something? isn't/aren't allowed, isn't/aren't supposed, is/are banned, is/are prohibited.

Which three structures are used to talk about obligations (обов'язки)? have to, must, is/are supposed

Which structure is used to permit (дозволити) something? is/are allowed

After which structures do we use infinitives with "to"? is/are (not) allowed, is/are (not) supposed

After which structures do we use infinitives without "to"? must, have to

Which structures are not followed by verbs? is/are banned, is/are prohibited

Впр.2: 1) to do; 2) to raise; 3) are; 4) to skip; 5) are, wear

Впр.3: 1) are supposed to; 2) aren't allowed to; 3) must; 4) is prohibited;

5) are banned; 6) aren't allowed to; 7) have to; 8) aren't supposed to

LESSON 12. IDEAL SCHOOL RULES

Важливо:

Аргументувати, що робить школу ідеальною.

Створити свої ідеальні шкільні правила, використавши граматику уроку 11.

Рекомендації для фасилітатора: У випадку, якщо на уроці лише одна дитина, і фасилітатор не володіє англійською мовою, вправу 1 дитина робить самостійно. Замість “Talk to your partner. Describe ...” – “Think about ...” вправа 3с виконується письмово. 3а та 3b — пропускаються.

Task 1

Talk to your partner. Describe your ideal school. Think of the following aspects:

1. school building, classroom design;
2. what students do / don't do;
3. what teachers do / don't do;
4. what parents do / don't do;
5. what lessons there are;
6. other aspects you find important.

Task 2

A. Now you're going to create a set of rules for this school. Write a list of 6 rules for your ideal school.

Use the language from the previous lesson:

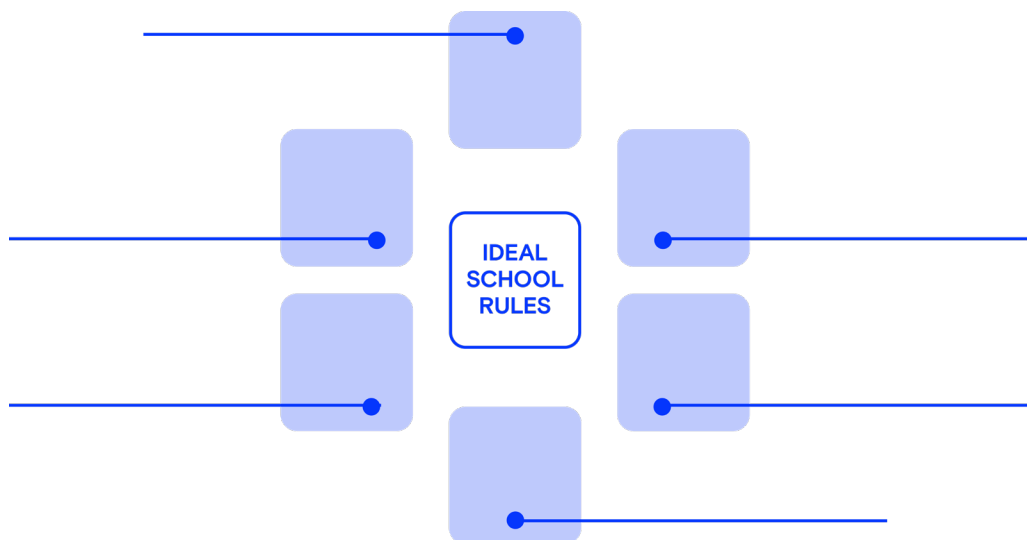
Students are allowed / aren't allowed to ...

Teachers are supposed to / aren't supposed to ...

... is prohibited during breaks

Everyone must ...

B. Now, draw an icon to represent each rule.



Task 3

1. Present your ideas to your partner or the class.
2. Listen to other presentations and choose one rule you like in each presentation.
3. In pairs, discuss whether you think these rules are realistic and why.

ВІДПОВІДІ ДО ЗАВДАНЬ:

всі завдання творчі, тож ключі відсутні. Чи правильно складені речення у вправі 2b, можна перевірити за допомогою ШІ.

LESSON 13. IS E-SPORT A SPORT?

Важливо:

Знати лексику уроку.

Розуміти на слух відео.

Вміти говорити про спорт.

Vocabulary

physical activity — фізична активність

competitive — (про захід, спорт) такий, що передбачає змагання;
(про людину) така, що любить змагатись

competition — змагання

compete — змагатися

audience — аудиторія

violence — насильство, жорстокість

athlete — спортсмен

prize money — призові гроші

event — подія

Esports — short for electronic sports, is a form of competition using video games. Esports often takes the form of organized, multiplayer video game competitions, between professional players, played individually or as teams.

Task 1

A. Discuss in pairs or groups.

1. Do you know what e-sport is? See the definition if you don't.
What are some of the most popular esports games and genres today?
2. Why do you think people like esports? Both playing and watching.
3. Have you ever watched any esports events? What did you think of it? If you haven't watched an esports event, would you like to watch one?
4. Should we consider esports as a sport? Why / Why not?
5. Can esports become an Olympic event in the near future? Why?

B. Watch the video and answer question 5 in Task 1a.



Task 2

A. Watch the video again and complete the summary with the words from the Vocabulary section.

In the video, the president of the International Olympic Committee (IOC) discusses the potential of esports becoming an Olympic _____. While agreeing that there is _____ activity in competitive gaming, there are worries about _____ in some games, which does not go with Olympic values. The IOC believes more research and discussion are needed

to decide if esports can become an Olympic sport. Despite the industry's rapid growth and recognition of the gamers as professional _____, it is still unclear whether it has an Olympic future.

B. Complete the collocations with the word in the box.

win keep defeat lose set / break enter come

Vocabulary

- _____ fit — підтримувати форму
- _____ a record — встановити / побити рекорд
- _____ the opponent — перемогти суперника
- _____ a prize — виграти приз
- _____ a match — програти в матчі
- _____ first / second — прийти першим / другим
- _____ a competition — взяти участь у змаганні



Task 3

Discuss in pairs.

1. Can you imagine e-sport events at the Olympics? What might such events look like?
2. Do you agree that video games are too violent for the Olympics? Why/Why not?
3. What are the arguments against having competitive video gaming at the Olympics?
4. Do you play or do any traditional sports? If yes, why? What do you like about it?
If you don't, would you like to?
5. Have you or your team ever entered a sports competition? Talk about it if you have. If you haven't, would you like to? In which sport?
6. Do you like competition in other areas of your life aside from sports?
Would you say you're a competitive person? Explain.
7. Have you ever been to a sporting event? Talk about it
8. Do you watch sports on TV? Do you follow sports news?

ВІДПОВІДІ ДО ЗАВДАНЬ:

Впр.2a: 1) event; 2) physical; 3) violence; 4) athletes

Впр.2b: keep fit; set / break a record; defeat the opponent; win a prize; lose a match; come first / second; enter a competition

LESSON 14. PRESENT PERFECT VS. PAST SIMPLE

Важливо:

Знати різницю використання часів Present Perfect та Past Simple.

Застосувати правила у вправах.

Hey Jamie, did you see the e-sports tournament last night?

Absolutely! Esports have all the elements of traditional sports. Esport players have coaches, training schedules, and competitions. It's just a different kind of athleticism. Have you ever played in an online tournament?

No, I haven't tried anything like that yet. But I'd love to!

Yeah, it was amazing! But, do you really think esports are actual sports?

I've tried a few, but nothing serious. And you?

Task 1

Read the dialogue and find an example for each use of Present Perfect and Past Simple in the rule.

Grammar

Past Simple

V2 (did)

- action that happened in a completed time period: yesterday, last ..., in the morning, ... ago, in 2008, in primary school, that time, etc.

- when we describe the details of an experience
___it was amazing_____

Present Perfect

have/has + V3

- action that happened in an unfinished time period: today, this ..., always, never, ever, in my life, recently, etc.

- when we don't mention when the action happened, and it has relevance to the present

- with the words already, just, yet

Task 2

Choose the correct alternative.

1. I already saw / 've already seen the game twice. It's so good!
2. Did you ever win / Have you ever won a prize?
3. I entered / have entered that competition without any expectations and, surprisingly, I won / have won!
4. I always was / 've always been competitive!
5. That was / 's been such a great event! We had / 've had a lot of fun!
6. I want to keep fit so I decided / 've decided to start jogging.
7. Oh, you're watching the game already! When did it start / has it started?
How much did I miss / have I missed?
8. I bought / 've bought new running shoes and I can't wait to try them out!

Task 3

Complete the sentences with the Present Perfect or Past Simple form of the verbs in the brackets.

Emma: Hey Jack, 1) _____ you _____ (hear) about the school football game yesterday?

Jack: Yeah, I 2) _____ (watch) it! Our team won 3-1. It 3) _____ (be) awesome!

Emma: No way! That's great! How 4) _____ Mark _____ (play)?

Jack: He 5) _____ (play) really well. He 6) _____ (score) two goals! I think all that practice has paid off.

Emma: That's amazing! I knew he would improve. 7) _____ you _____ (see) Sarah lately? She used to be on the basketball team.

Jack: Yeah, I 8) _____ (see) her last week. Apparently, she 9) _____ (quit) basketball and started playing tennis instead. She's loving it.

Emma: Tennis? When 10) _____ this _____ (happen)?

Jack: I think she 11) _____ (start) about six months ago. She 12) _____ already _____ (win) a few matches.

Emma: Wow, she's quick to pick up new sports. I 13) _____ (try) anything new in ages.

Jack: Maybe you should! It's always fun to learn something different.

Emma: Yeah, maybe I'll give it a shot.

ВІДПОВІДІ ДО ЗАВДАНЬ:

Впр.2a: 1) event; 2) physical; 3) violence; 4) athletes

Впр.2b: keep fit; set / break a record; defeat the opponent; win a prize; lose a match; come first / second; enter a competition

LESSON 15. LET'S DISCUSS E-SPORT

Важливо:

Знати фрази для вираження згоди і незгоди.

Вміти обговорити різні аспекти кіберспорту.

Рекомендації для фасилітатора. У другій вправі дайте учням / ученицям достатньо часу на підготовку (до 10 хвилин). У третій вправі спонукайте їх якомога довше залишатися на одному твердженні, доки в них не закінчаться аргументи, і тільки потім переходити до

наступного твердження. Також нагадуйте їм використовувати фрази з вправи 1.

Task 1

A. Complete the table with the phrases below.

You might be right, but ...

That's a good point.

I don't think so.

Exactly!

Useful phrases

Agreeing completely
Absolutely!

I totally agree.

That's true.

I know what you mean.

Agreeing, but not completely

I see what you mean, but ...

I kind of agree. But still, ...

I suppose so.

Disagreeing

I'm not sure that's true.

I'm afraid I don't see it like that.

I have to disagree on this one.



B. Listen and repeat.

Task 2

Read the statements below and prepare to express your opinion on them, whether you agree or disagree. Think of good arguments to support your opinion, translate the words you forgot, and take notes.

1. Esports should be seen as real sports and included in the Olympics.
2. The fact that more young people are playing esports these days is leading to less interest in traditional sports.
3. Too much screen time in esports harms players' physical and mental health.
4. Schools should include esports in their physical education classes.
5. Parents should support their kids in pursuing esports careers due to the growing industry and potential high earnings.
6. Esports offer better opportunities for people with disabilities compared to traditional sports.
7. Violence in many esports games negatively affects players' behavior in real life.
8. Esports can be a great tool for education and skill development.
9. Esports events should have stricter age limits to protect young viewers from the content that's bad or dangerous for them.

Task 3

Work in pairs and discuss the statements in Task 2. Work this way:

- Student A reads out the first statement and expresses their opinion on it.

- Student B agrees or disagrees with Student A and explains why.
- Continue the discussion as long as you can.
- Student B reads out the next statement and expresses their opinion on it.
- Student A agrees or disagrees with Student B and explains why.
- Continue the discussion as long as you can ...

Don't forget to use the phrases in Task 1.

ВІДПОВІДІ ДО ЗАВДАНЬ:

Впр.1: You might be right, but ... — Agreeing, but not completely

That's a good point. — Agreeing completely

I don't think so. — Disagreeing

Exactly! — Agreeing completely

LESSON 16. HOW TO MANAGE STRESS

Важливо:

Знати правила використання часів Present Perfect Simple & Continuous.

Застосувати правила, розповідаючи про персональний досвід.

Task 1

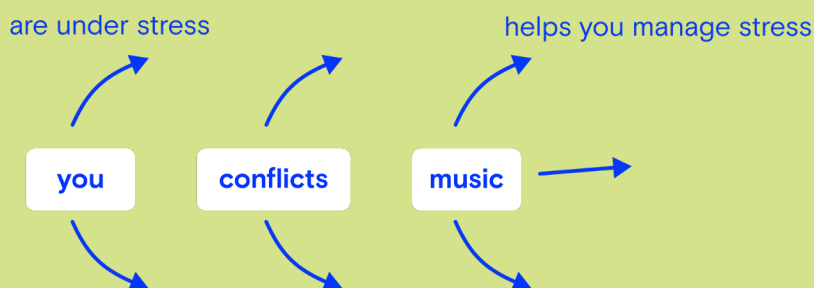
Complete the word map with the phrases in the box. Translate the phrases you don't know.

can lower stress | are a source of stress | helps you handle stress |

are stressed out | cause stress

Vocabulary

Collocations about stress



fight-or-flight response — реакція «бийся або тікай»

under pressure — під тиском

meet the deadline — встигнути у визначений термін

put things off until the last minute — відкладати справи до останньої хвилини

avoid — уникати

feel overwhelmed — відчувати себе перевантаженим
або переповненим емоціями

make time for — знайти час для



Save the Children



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Task 2

A. What are the best ways to deal with stress? Look at the list below and explain how you understand each one.

Example: "Balance work and play." probably means that we shouldn't work all the time and make time for rest. If you don't get enough rest, you will feel very stressed, and it might cause health problems.

1. Balance work and play.
2. Plan your day.
3. Stick to your plan.
4. Ask for help when you need it.
5. Use the positive energy of stress.
6. Deal with problems as they come up.
7. Eat good foods.
8. Get enough sleep.
9. Exercise every day.
10. Breathe deeply.



B. Read the article and check your ideas. After you've read it, discuss with your partner the ideas you didn't mention in Task 2a.



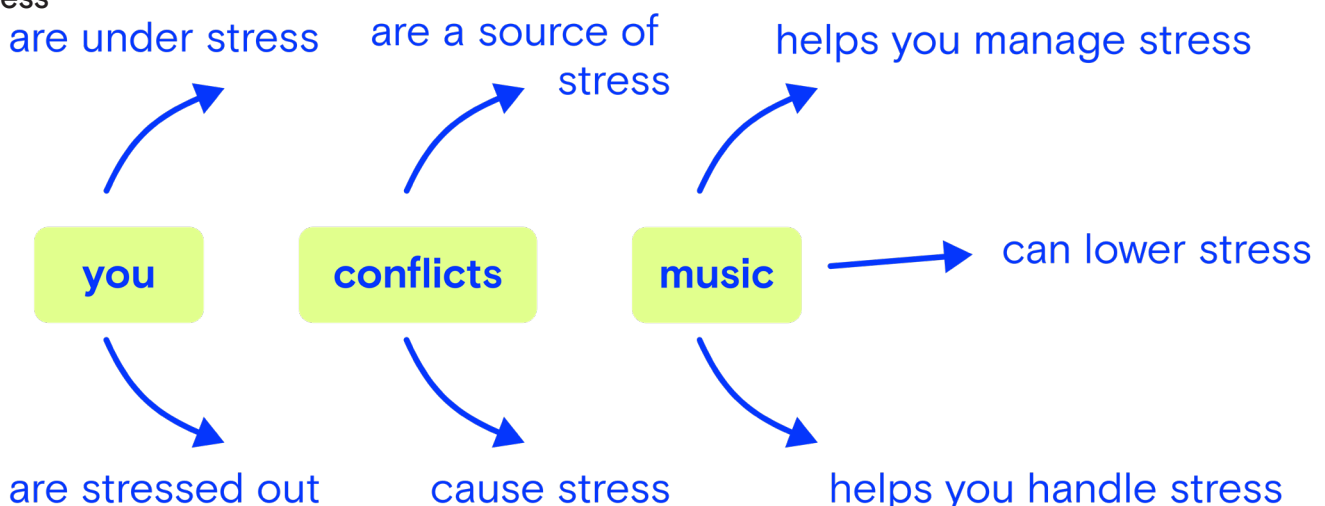
Task 3

Discuss the questions with your partner.

1. Which ideas in the article do you find most useful? Why?
2. Which recommendations have you tried? Did they work? Share your experience.
3. Which of the recommendations would you like to try?
4. Do you know other ways to handle stress? What are they?
5. Do you work / study well under pressure? Share your experience.
6. Do you feel stressed when you need to meet a deadline? Share your experience.
7. Do you tend to put things off until the last minute? Does it stress you out? Share your experience.
8. What are the main causes of stress for people your age these days?
9. Do you think it's important to know about stress management? Explain.

ВІДПОВІДІ ДО ЗАВДАНЬ:

Впр.1: you are under stress, you are stressed out; conflicts are a source of stress, conflicts cause stress; music helps you manage stress, music can lower stress, music helps you handle stress



LESSON 17. PRESENT PERFECT SIMPLE & CONTINUOUS

Важливо:

Знати правила використання часів Present Perfect Simple & Continuous.

Застосувати правила, розповідаючи про персональний досвід.

Task 1

A. Read examples and complete the rules: write the missing parts of the formulas, answer the questions, and underline the correct alternatives

Grammar

Present Perfect Simple

Form

have/has + _____

Use

- is there a result of this action in the present? _____
- is this action completed? _____
- we are focused on the result / on the duration* of this action

Present Perfect Continuous

Form

have/has + _____

Use

- is there a result of this action in the present? _____
- is this action still continuing (or stopped very recently)? _____
- we are focused on the result / on the duration* of this action

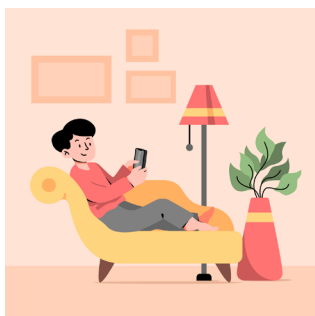
**duration – the length of time that something lasts*

Some verbs are not typically used in any Continuous tenses: be, have, understand, believe, like, hate, know etc. So even when the action expressed with such a verb is incomplete, we still use Present Perfect Simple.

e.g.

We've known each other for 10 years. (We still know each other)

I've been here for 2 hours. (I'm still here)



I've tried these three meditation apps, and I think they all are quite good.

I've been using this app for a month now and I love it.



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B. Can you summarize the rule and the main difference between these tenses in your own words? What do the two tenses have in common? How are they different?

Task 2

Underline the correct alternatives.

1. I've **worked** / **been working** like crazy! I'm so tired, but I have to keep going, the deadline is tomorrow!
2. I've **worked** / **been working** so much this week, I deserve some rest now.
3. I've **avoided** / **been avoiding** this task all week.
4. I've **had** / **been having** three exams this week. I'm so overwhelmed!
5. Sorry, I'm late. Have you **waited** / **been waiting** for a long time?
6. She's someone I can trust. We've **known** / **been knowing** each other for ages.
7. I'm so sick of this rain! It's **rained** / **been raining** non-stop since last week!
8. Have you ever **failed** / **been failing** to meet a deadline?

Task 3

A. Complete the sentences with true and false information about yourself.

Present Perfect Simple

I've never _____.

I've just _____.

I haven't been to _____, but I'd love to go.

I've known _____ for _____.

Present Perfect Continuous

I've been _____ for days now

I've been _____ all day.

I've been _____ since I was _____ years old.

I've been _____ more than usual.

B. Read your sentences to your partner or to the class and they will guess whether your sentences are true or false.

ВІДПОВІДІ ДО ЗАВДАНЬ:

Впр.1:

Present Perfect Simple

Form: have/has + V3

is there a result of this action
in the present? YES

is this action completed? YES
we are focused on the result /
on the duration of this action

Present Perfect Continuous

Form: have/has + been + Ving

is there a result of this action
in the present? YES

is this action still continuing
(or stopped very recently)? YES
we are focused on the result /
on the duration of this action

Впр.2:

been working: incomplete action — I'm still working

worked: completed action — I'm going to have rest now

been avoiding: focus on duration — all week

had: focus on quantitative result — 3 exams



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УКРАЇНИ

been waiting: focus on duration — for a long time; the action stopped very recently
known: focus on duration, but the verb “know” isn’t used in Continuous
been raining: incomplete action — it’s still raining
failed: completed action

LESSON 18. HAVE YOU BEEN STRESSED LATELY?

Важливо:

Скласти діалог на тему “Managing stress”.

Task 1

Work in pairs. Brainstorm what can cause stress in people your age and ideas for stress management:

Sources of stress	Stress management techniques

Task 2

Read the dialogue below and complete it with the parts of the sentences below.

1. Have you tried
2. Yeah, there are a few I’ve used.
3. Lately, I’ve been feeling very stressed
4. I’ve thought about it
5. That sounds helpful

A: _____ because of the upcoming exams. I worry that I’m not prepared enough. I haven’t been able to sleep well, and I just can’t stop thinking about it. The worst thing is that I worry so much I can’t focus on studying.

B: _____ meditation or breathing exercises? Sometimes taking a few minutes to relax can really help clear your mind.

A: _____, but I’m not sure where to start. Do you know any good resources or apps for that?

B: _____. They have guided meditations that are great for beginners. I can send you the links if you want.

A: _____, thanks. I’ll give them a try.

Task 3

Think of a couple of things that have been stressing you out recently. Then, share them with your partner and give each other advice on how to handle the stress. Follow the structure of the dialogue in Task 2. Do as many rounds as you can, sharing a new problem each time.

ВІДПОВІДІ ДО ЗАВДАНЬ:

Впр.2:

Lately, I've been feeling very stressed

Have you tried

I've thought about it

Yeah, there are a few I've used.

That sounds helpful

LESSON 19. EDUCATION & CAREER

Важливо:

Знати лексику з теми "Освіта та кар'єра".

Аргументувати свою думку щодо висловлювань на тему "Освіта та кар'єра".

Рекомендації для фасилітатора: Якщо немає можливості працювати в парах, вправу з можна зробити письмово:

Впр.3:

Rewrite the statements that you disagree with according to your opinion .

e.g: Self-disciplined students are more likely to succeed in life. → People who found their passion are more likely to succeed in life.

Vocabulary

career opportunities — кар'єрні можливості

accessible to everyone — доступний для всіх

self-disciplined — дисциплінований

is likely to succeed — ймовірно досягне успіху

gain work experience — здобути досвід роботи

get a degree — здобути вищу освіту

leadership skills — лідерські навички

real-world experience — реальний досвід

graduate from university — випускатися з університету

memorise — запам'ятати, вивчити на пам'ять

research a topic — дослідити тему

part-time job — робота з частковою зайнятістю

academic performance — успішність в навчанні



Task 1

Read the statements and put a tick (✓) next to those that you agree with, and a cross (X) next to those that you disagree with.

1. "Students who **study abroad** always have better **career opportunities** than those who do not."
2. "Higher education should be more **accessible to everyone**, despite their financial background."
3. "Self-disciplined students are **more likely to succeed** in life."
4. "If you want to have a successful career, it is more important to **gain work experience** than to **get a degree**."
5. "Leadership skills are best developed through **real-world experiences** rather than classroom learning."
6. "Graduating from a prestigious **university** guarantees a successful career."



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7. "Memorising information for exams is less effective than truly understanding and researching a topic."
8. "Part-time jobs during university studies can negatively impact academic performance."

Task 2

Fill in the gaps with the words in the box.

abroad	likely	accessible	graduated	get	part-time
--------	--------	------------	-----------	-----	-----------

1. He _____ from one of the most prestigious universities, so I guess finding a good job shouldn't be a problem for him.
2. He's always wanted to study _____, so he devoted a lot of time to improving his English.
3. I could use more money, which is why I'm looking for a _____ job that I can combine with my studies.
4. If you keep skipping class, you're _____ to fail your exams.
5. Unfortunately, in many countries, education isn't _____ to all children. There are simply no schools in some areas.
6. She decided to change careers and become a lawyer, so she went back to university to _____ a degree.

Task 3

In pairs, discuss the statements in ex 1. Explain why you agree or disagree with them.

ВІДПОВІДІ ДО ЗАВДАНЬ:

2. 1) graduated; 2) abroad; 3) part-time; 4) likely; 5) accessible; 6) get

LESSON 20. GRAMMAR FOR TALKING ABOUT PLANS

Важливо:

Знати конструкції для опису планів.

Застосовувати конструкції для створення своїх прикладів.

Рекомендації для фасилітатора: у вправі 2, важливо проконтролювати, щоб в прикладах були використані конструкції в правилах. Правильність прикладів можна перевірити ШІ.

Task 1

A. Read the text and say which title is the most suitable in your opinion. Explain your choice to your partner.

- A. From School Captain to Pro Athlete
- B. Preparing for a Summer of Growth
- C. Getting Ready for College

I'm going to become a professional athlete. I've always been good at sports. I've been playing for my school's volleyball team for years, and I'm the captain this year.

After school, I'm planning to get a degree in sports, so I'm looking for a university with a strong volleyball team.

I'm also thinking of getting a part-time job as a coach. That will help me gain real-world experience and develop my leadership skills, which is so important for an athlete.

To be professional in sports, I of course need to train a lot, so this summer, I'm joining a boot camp where we'll work out three times a day for a whole month. I can't wait! I'm sure this will be a great experience for me!

B. Read the text again and underline all the grammar structures that are used to talk about future plans.

Task 2

Read the rules and complete them with examples that you underlined in the text.

Grammar

To talk about your plans and intentions, use

am/is/are going to + V

am/is/are planning to + V

e.g. I'm going to become a professional athlete

e.g. _____

To talk about fixed future arrangements, use Present Continuous.

A time, a date or a place are often mentioned

am/is/are Ving

e.g. _____

To talk about an idea or a possibility you're considering, use

am/is/are thinking of + Ving

e.g. _____

To express different levels of certainty about future actions or events use "will" + different comment words or phrases:

I will probably + V / I probably won't + V

I will definitely + V / I definitely won't + V

I (don't) think I will + verb

I am (not) sure I will + verb

e.g. _____

There is very little difference between all these forms, and they are often used interchangeably. For example, both "I will call you later" and "I'm going to call you later" are correct. So instead of focusing on rules, try using a variety of forms. This will make your language sound more advanced.



Task 3

Complete the sentences with the missing words.

1. My cousin is thinking _____ applying to a college abroad, but she's not confident about her language skills.
2. I _____ graduating this summer! Can you believe it? Time flies so fast!
3. His academic performance is very poor. He _____ probably drop out.
4. You're the most self-disciplined person I know! I'm certain you _____ succeed.
5. I can't understand any of these formulas, so I'm just going _____ memorize them and hope I pass somehow.
6. I don't have any real-world experience, so I don't believe they _____ hire me. But I'll try anyway!
7. They're planning _____ make education more accessible for kids in this region by building a couple of new schools.

ВІДПОВІДІ ДО ЗАВДАНЬ:

Впр.1a: Найбільше підходить заголовок А, але важливіше, щоби учні аргументували свій вибір. Тож будь-який варіант може бути правильним, якщо учень має переконливі аргументи.

Впр.1b: I'm going to become a professional athlete.

After school, I'm planning to get a degree in sports,

I'm also thinking of getting a part-time job as a coach. That will help me gain real-world experiences and develop my leadership skills

so this summer, I'm joining a boot camp where we'll work out three times

a day for a whole month. I can't wait! I'm sure this will be a great experience for me!

Впр.3: 1) of; 2) am; 3) will; 4) will; 5) to; 6) will; 7) to

LESSON 21. SMART GOALS

Важливо:

Дізнатися про модель цілепокладання SMART.

Поставити свої цілі за моделлю SMART.

Task 1

A. Look at the two goals below. Which one do you think is more effective? Why?

I want to be better at math.

I'm going to improve my math grade from a B to an A by the end of the semester. I need this, because I'm planning to get a math degree and then work as an analyst in a big bank. I will achieve this by studying for an extra hour every day, attending weekly tutoring sessions, and completing all my homework assignments on time.



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B. Have you ever come across the acronym SMART goals? What do you think the letters in SMART stand for? Look at the scheme and see if you were right.

S	Specific	Make your goal specific and narrow for more effective planning	
M	Measurable	Make sure your goal and progress are measurable	
A	Achievable	Make sure you can reasonably accomplish your goal within a certain time frame	
R	Relevant	Your goal should align with your values and long-term objectives	
T	Time-based	Set a realistic but ambitious end date to clarify task prioritization and increase motivation	

Task 2

To check if your goal is SMART, you can ask yourself the questions below. Which of the SMART criteria does each question check? Match the question with the criteria:

- | | |
|---------------|--|
| 1. Specific | A When's the deadline for my goal? |
| 2. Measurable | B What exactly do I want to achieve? |
| 3. Achievable | C How am I going to keep track of my progress?
How will I know that I have achieved my goal? |
| 4. Relevant | D Why do I want this? How is it going to help me be the person I want to be? |
| 5. Time-bound | E Do I have all it takes to achieve this goal? What resources am I going to use and where am I going to find them? |

Task 3

Now you're going to plan your SMART goals related to education and career. Where do you want to study / work? What skills do you want to learn? Write one or several goals using the SMART technique. If you want, share with your partner and check each other's goals for being SMART. Or keep your goals a secret — that's up to you!

ВІДПОВІДІ ДО ЗАВДАНЬ:

Впр.1а: Друга (більша) ціль, тому що вона більш детальна.

Впр.2: Specific – b; Measurable – c; Achievable – e; Relevant – d; Time-bound – a

Впр.3: Якщо учасники не хочуть ділитись своїми цілями, не наполягайте. Це може бути приватною інформацією. Достатньо буде зробити цю вправу письмово.

LESSON 22. YOUR NEXT EPIC ADVENTURE

Важливо:

Знати лексику з теми "Подорожі".

Розуміти на слух відео про подорожі.



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УМІТИ висловити своє ставлення та поділитись своїм досвідом подорожей.

Task 1

A. Look at the photographs. Can you guess what country this is?



B. Watch the video and organize the activities in the order they are shown in the video.

- Climbing through Nature's Window - 1
- Visiting farmer's markets
- Jumping of a plane
- Diving into the Great Barrier Reef
- Climbing a bridge in Sydney
- Snap a selfie with a Quokka
- Going to a Brighton Beach
- Exploring street art
- Going on a road trip with friends



Task 2

Complete the vocabulary section with the words in the box.

vibrant locals sights adventure road trip architecture

Vocabulary

quench the thirst for _____ — втамувати спрагу до пригод

breathtaking _____ — захоплюючі краєвиди

outdoors — на природі

amaze me — дивують мене

adrenaline junkie — людина "залежна" від адреналіну

meet the _____ — познайомитися з місцевими жителями

fresh seafood - свіжі морепродукти

_____ art scene — жвава мистецька атмосфера



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unique _____ — унікальна архітектура
epic _____ — епічна автомобільна подорож
explore — досліджувати



Task 3

Discuss in pairs or groups.

1. Would you like to visit the country in the video? Explain.
2. Which of the places mentioned in the video would you like to visit and why?
3. Which activities in the video would you never do and why?
4. Are you an adrenaline junkie? Would you like to try extreme sports or activities, like skydiving or bungee jumping? Why do you think some people love such activities?
5. Do you like adventure? Do you ever have a thirst for adventure? If so, how do you quench it?
6. What type of traveling would you prefer: hiking in nature or exploring the architecture in the city? Why?
7. Why do some people like to meet the locals in a foreign country? What is the best way to do it?
8. If you were going on a road trip with your friends or family, where would you like to go? Why? What would you do there?
9. Are you into art? Do you like museums and galleries?
10. What is the art scene in your city like?
11. What type of activity would you prefer: going to an art gallery or spending time at a beach? Why?
12. What countries would you like to visit?
What is your TOP-5? Why?

ВІДПОВІДІ ДО ЗАВДАНЬ:

Впр.1a: Australia

Впр.1b: a, d, c, f, b, g, h, e, i

Впр.2: quench the thirst for adventure; breathtaking sights; meet the locals; vibrant art scene; unique architecture ; epic road trip.

LESSON 23. GERUND

Важливо:

Знати правила використання герундію.

Говорити про подорожі використовуючи герундій.

Grammar

Gerund is a verb form ending in -ing which functions as a noun.
Here are some examples:

1. Adventure is different for everybody. For some it's about catching the most breathtaking sites ...
2. Exploring the outdoors is my favourite thing to do.



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3. Whenever I'm in Australia I love meeting the locals.

We use gerunds:

- as the subject of a sentence
- after some verbs (suggest, love, enjoy, imagine, etc.)
- after prepositions (in, at, on, with, etc.)

Task 1

Match the uses of gerund a-c with the examples 1-3 in the Grammar box.

Task 2

A. Complete the sentences with the gerunds in the box.

discovering packing watching going (x2) planning visiting exploring

- _____ travel shows can be a great way to learn about different cultures.
- _____ a trip is almost my favourite part of a journey.
- I enjoy _____ new places in my town.
- She suggested _____ the museums first.
- They talked about _____ to the mountains next summer.
- We are looking forward to _____ the food scene in Lviv.
- _____ for a long trip can be challenging.
- I dream about _____ on a road trip with my friends.

B. Explain the use of gerund in each sentence: a) as a subject, b) after certain verbs, c) after preposition.

C. The verbs in the box are normally followed by a gerund. Complete the sentences with the verb pairs in the box, putting the second verb in the form of a gerund.

~~love + hike~~ enjoy + explore can't stand + wait stop + travel
avoid + travel keep + check don't mind + spend

- I love hiking in the mountains in summer.
- I always try to _____ during peak holiday seasons.
- I _____ in long security lines at the airport.
- I _____ extra money on comfortable accommodations.
- I really _____ new cities and cultures.
- We need to _____ for flight deals if we want to save money.
- We decided to _____ internationally until the baby is older.

Task 3

A. Complete the sentences so that they are true for you.

- When I travel I really enjoy _____.
- I always try to avoid _____.
- I can't stand _____.
- I don't mind _____.
- I dream about _____.



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6. I'm looking forward to _____.
7. _____ can be challenging.
8. _____ is my favourite part of a journey.

B. Share your ideas with your partner.

ВІДПОВІДІ ДО ЗАВДАНЬ:

Впр.1: 1-c; 2-a; 3-b.

Впр.2a: 1. Watching; 2. Planning; 3. discovering; 4. visiting; 5. going; 6. exploring;
7. Packing; 8. going

Впр.2b: 1. a; 2. b; 3. b; 4. b; 5. c; 6. c; 7. a; 8. c.

Впр.2c: 2. avoid travelling; 3. can't stand waiting; 4. don't mind spending; 5. enjoy exploring; 6. keep checking; 7. stop travelling

LESSON 24. YOUR TRAVEL BUCKET LIST

Важливо:

Говорити на тему подорожей мрії та популярних напрямків.

Скласти свій список подорожей мрії.

Презентувати цей список.

Task 1

a. Here are some popular travel destinations. Match them with their descriptions.



1. Mount Everest, Nepal/Tibet



2. Grand Canyon, USA



3. Paris, France



4. Great Barrier Reef, Australia



5. Rio de Janeiro, Brazil



6. Tokyo, Japan

- a. A vibrant city known for its Carnival festival, Christ the Redeemer statue, and beautiful beaches like Copacabana.
- b. The highest peak on Earth, attracting climbers and adventurers from around the world.
- c. The world's largest coral reef system, full of marine life and vibrant coral formations.
- d. A large and breathtaking canyon shaped by the Colorado River, known for its layers of red rocks.
- e. The City of Light, famous for its iconic Eiffel Tower, romantic atmosphere, and world-class art scene.
- f. A busy metropolis blending ancient traditions with modern technology and vibrant street life.

a bucket list — a number of experiences or achievements that a person hopes to have during their lifetime.

B. Discuss

1. Why are these places popular?
2. What do people usually do there?
3. Would you like to visit any of them and why?
4. What's the best way to travel to these destinations?
5. What other places do you want to travel to? Explain.
6. Do you have a bucket list? If yes, which places from the task are already on it? If not, which ones would you add?



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Task 2

A. Create your own list of TOP-10 countries you'd like to travel to.

B. Prepare to present this list to your partner. Think of the following questions:

Why do you want to visit these places?

What are you going to do there? What do you want to see?

How would you like to travel there? With whom?

Task 3

Present your list to your partner, describe each place and explain why you want to go there. See if you and your partner have the same destinations?

ВІДПОВІДІ ДО ЗАВДАНЬ:

Впр.1а: 1) b; 2) d; 3) e; 4) c; 5) a; 6) f

Відповіді

Вхідний тест з англійської мови

1. A
2. C
3. B
4. B
5. C
6. A
7. A
8. A
9. B
10. B
11. A
12. A
13. A
14. B
15. B

Вихідний тест з англійської мови

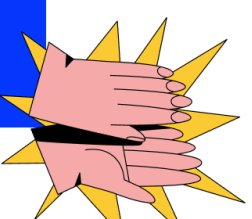
- | | |
|-------|-------|
| 1. B | 16. C |
| 2. B | 17. A |
| 3. B | 18. A |
| 4. C | 19. B |
| 5. C | 20. B |
| 6. B | 21. C |
| 7. A | 22. A |
| 8. B | 23. B |
| 9. A | 24. A |
| 10. A | 25. C |
| 11. B | |
| 12. C | |
| 13. A | |
| 14. B | |
| 15. A | |

ROADMAP. LESSON 1

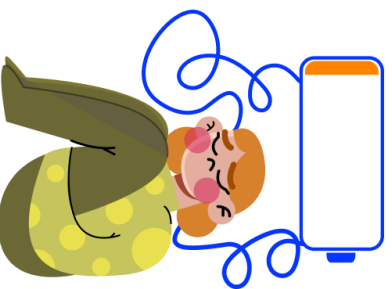
1. Watch the video and learn the vocabulary



2. Do the exercises



3. Write your answers to the questions



1. Do you think you are more of an extrovert or an introvert?
2. How much (if any) solitary time do you normally need?
3. Do you enjoy small talk? Why?
4. What are your favorite ways to recharge?
5. When someone in a group of friends feels left out, what can they or their friends do to help?
6. What strengths do both introverts and extroverts bring to society that should be valued and celebrated?
7. Do you think it's better to be friends with people who are the same or different type as you?
8. If one friend is an extrovert and the other one is an introvert, what problems might they have?
9. If one friend is an extrovert and the other one is an introvert, what good does each of them get from this friendship?



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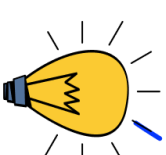
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ROADMAP. LESSON 2

1. Watch the video with the grammar of the lesson



2. Do the exercises



3. Complete sentences so that they are true for you

1. I feel most energised when _____.
2. I find _____ tiring.
3. I was so surprised when _____.
4. _____ is very relaxing for me.
5. I think _____ is a very interesting person, because _____.
6. The last time I was excited was _____.
7. I sometimes find _____ overwhelming.



АНГЛІЙСЬКА МОВА

11 КЛАС



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FINANCE

- 1 WHAT'S A BUDGET?
- 2 VERB PATTERNS
- 3 YOUR FINANCIAL PLAN

STEREOTYPES

- 4 TYPES OF STEREOTYPES
- 5 PRESENT AND PAST TENSES
- 6 BREAKING STEREOTYPES

HUMAN BODY

- 7 WHY SITTING IS BAD FOR YOU
- 8 PASSIVE VOICE
- 9 HUMAN BODY QUIZ

FAKE NEWS

- 10 HOW TO SPOT FAKE NEWS?
- 11 REPORTED SPEECH
- 12 FAKE NEWS QUIZ

SUSTAINABLE LIVING

- 13 HOW TO LIVE SUSTAINABLY
- 14 FIRST CONDITIONAL
- 15 SMALL CHANGES

JOB INTERVIEW

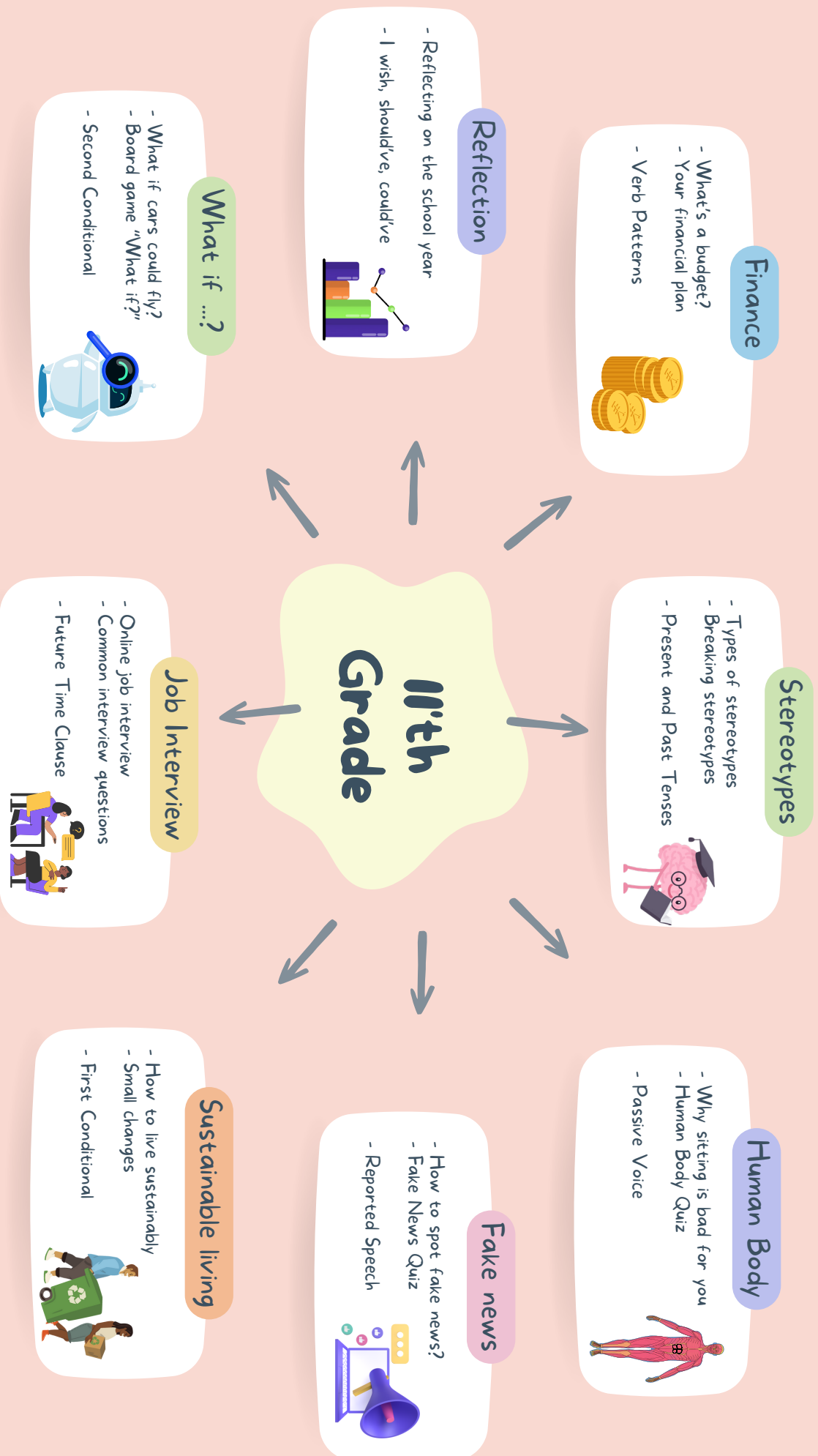
- 16 ONLINE JOB INTERVIEW
- 17 FUTURE TIME CLAUSE
- 18 COMMON INTERVIEW QUESTIONS

WHAT IF ...?

- 19 WHAT IF CARS COULD FLY?
- 20 SECOND CONDITIONAL
- 21 BOARD GAME "WHAT IF?"

REFLECTION

- 22 REFLECTING ON THE SCHOOL YEAR
- 23 I WISH, SHOULD'VE, COULD'VE
- 24 LET'S REFLECT



ВХІДНИЙ ТЕСТ

АНГЛІЙСЬКА МОВА

11 КЛАС

Виконай завдання 1–10. Вибери ОДНУ правильну відповідь з-поміж ТРЬОХ варіантів. У завданнях 11–15 вибери ОДНУ правильну відповідь з-поміж ДВОХ варіантів. Познач цю відповідь у бланку відповідей.

In tasks 1–10, choose the correct option to complete the sentences.

1. I can't stand _____ in long lines.

- A to wait
- B wait
- C waiting

2. By the 1980s, my parents _____ in 3 countries.

- A lived
- B have lived
- C had lived

3. I _____ for you for half an hour already, where are you?

- A wait
- B am waiting
- C have been waiting

4. Our house is eco-friendly and it _____ with sustainable materials.

- A built
- B has been built
- C has built

5. I asked him if I could borrow his book, but he said he _____ it.

- A was reading
- B has read
- C reads

6. She _____ you with the test if she knew the answer.

- A helped
- B will help
- C would help

7. If we _____ to buy the tickets, we'll go to the cinema tonight.

- A manage
- B managed
- C will manage

8. You'll have to wait _____ someone comes and opens the door.

- A until
- B as soon as
- C if

9. I wish I _____ to bed earlier last night. I'm so tired now!

- A would go
- B had gone
- C would have gone

10. I don't remember anything. I _____ more attentive in yesterday's lecture.

- A should be
- B should've been
- C should have

11. In tasks 11-15, decide if the statement is true or false.

- A 'His income' means the same as 'His arrival'.
- B True
- C False

12. 'Prevent an accident' means the same as 'Be involved in an accident'.

- A True
- B False

13. 'Contaminated river' means the same as 'Polluted river'.

- A True
- B False

14. 'Reduce the use of plastic' means the same as 'Decrease the consumption of plastic'.

- A True
- B False

15. 'Deal with challenges' means the same as 'Dislike difficulties'.

- A True
- B False

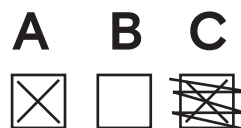
БЛАНК ВІДПОВІДЕЙ

Познач у бланку відповіді так, щоб було зрозуміло,
яким є твій варіант відповіді на завдання.

Правильну відповідь на кожне завдання позначають тільки так:



Неправильну відповідь можна виправити, замалювавши попередню позначку та поставивши нову:



	A	B	C
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A	B	C
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A	B
11.	<input type="checkbox"/>	<input type="checkbox"/>
12.	<input type="checkbox"/>	<input type="checkbox"/>
13.	<input type="checkbox"/>	<input type="checkbox"/>
14.	<input type="checkbox"/>	<input type="checkbox"/>
15.	<input type="checkbox"/>	<input type="checkbox"/>

LESSON 1. WHAT IS A BUDGET?

Vocabulary

he's broke — у нього ні гроша

make money — заробляти гроші

keep track of your expenses — стежити за своїми витратами

allowance — кишенькові гроші

income — дохід

savings — заощадження

save for retirement — збирати гроші на пенсію

set aside — відкладати

essential — найважливіше

prioritize — розставляти пріоритети

set a goal — ставити мету

in case of an emergency — на випадок надзвичайної ситуації



Task 1

Have you ever heard of a 50-30-20 rule? What do you think it is?

Watch the video and find out.



Task 2

A. Are these statements true or false? Discuss in pairs what you remember from the video.

A budget is a plan that helps you keep track of your income.

Allowance isn't a part of your income.

According to the 50-30-20 rule, you should set aside 30% of your monthly income.

Clothes, lunch money, and sports equipment can be in the "needs" category.

If you need to reduce your spendings, you should cut down on things that are not essential, like shopping and snacks.

It's a good idea to set a goal. This way saving money will be easier.

You should save all the money that you make.

B. Watch the video one more time and check your ideas in Task 2a.

Task 3

A. Complete the texts with the words from the Vocabulary section.

Alison: "My parents give me an 1)_____, but I also try to make money through part-time jobs. I want to buy my own car one day, and this goal keeps me motivated and helps prioritize my spendings. I try not to spend too much on things that aren't 2)_____, like snacks, cinema, or clothes, and to set aside as much as I can every month so that I achieve my goal sooner. My friends don't understand this, they always say that I should have fun while I'm young. But I enjoy saving money and my goal is important for me."

Niki: "I don't really see the point in saving a lot right now. I think it's more important to enjoy life while you're young. I get an allowance and sometimes work during the summer to 3)_____ money, but I don't stress about saving for anything big yet. I know I should probably keep 4)_____ of how much money I spend, but I'd rather just live in the moment and not worry about it too much."

Den: "I think it's important to find a balance when it comes to personal finance. Sure, you don't want to be the person who's always 5)_____, but at the same time, you should enjoy your money while you're young. I don't make any money on my own yet, I only get an allowance from my parents, but I still like to 6)_____ track of how much I spend and set 7)_____ some money for savings. This helps me to buy the big things I want, like new headphones, for example, or a smartwatch. I don't save for emergencies, though, because my parents take care of such things."

B. Which of these opinions is more similar to yours? Discuss with your partner.

C. Write a similar paragraph about yourself.



Great work today!

Tasks in Wordwall:



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LESSON 2. VERB PATTERNS



Remember, what Alison said about her spending habits?

Alison: "I want to buy my own car one day, so I try not to spend too much on things that aren't essential. I enjoy saving money."

Grammar

When two verbs are used together, the second verb will take either the infinitive or the -ing form. Which one it will be depends on the first verb. There are such:

I want to buy my own car one day

- Use **"to infinitive"** after: aim, arrange, attempt, can't afford, decide, expect, hope, intend, manage, offer, plan, refuse, seem, tend, try, want, would like

This helps me to buy the big things I want.

- Use **"object + to infinitive"** after: advise, allow, encourage, force, remind, teach, help, urge, warn, fancy

I enjoy saving money.

- Use **"V-ing"** after: avoid, can't help, can't stand, don't mind, enjoy, fancy, finish, imagine, keep, miss, stop, waste time

They always say that I should have fun while I'm young.

- Use **"infinitive without to"** after: can, could, might, should, would

My parents let me spend as much as I need.

- Use **"object + infinitive without to"** after: make, let

!! If you need to use the second verb in the negative form, just add "not" before the infinitive or ing-form:

- I try **not to spend** too much.
- I suggest **not spending** too much today.

Choose the correct alternative.



1. I plan **to save / save / saving** 20% of my income every month.
2. Experts recommend **to keep / keep / keeping** track of your expenses regularly.
3. He enjoys **to save / save / saving** money.
4. She advised her friend **to start / start / starting** an emergency fund.
5. My parents help **to manage / me to manage / me managing** my finances.
6. He tries **not to spend / not spend / don't spend** more than he earns each month.

Task 2

Put the verb in brackets in the correct form.

1. We can't afford _____ a new car right now. (buy)
2. He decided _____ his expenses. (reduce)
3. I expect _____ more money by the end of the year. (save)
4. I hope _____ enough money to buy a new phone. (make)
5. She misses _____ an allowance from her parents. Now she has to make her own money. (get)
6. I don't mind _____ aside a little money every month. (set)
7. Their budget allows them _____ more than 30% on their "wants". (spend)
8. Schools should teach kids _____ their finances. (manage)



Task 3

Answer these questions with your partner. Try to use the verb patterns in your answers.

- What are some things you can't afford to buy right now, and do you plan to save for them?
- How do you decide to spend your allowance or money from a part-time job?
- What are some financial goals you hope to reach?
- How can teachers or parents teach teenagers to handle money responsibly?
- What financial skills do you think you could teach your friends?
- Do your parents allow you to spend money as you wish, or do they have strict rules?
- What are some things that you don't mind saving money on?

Well done! Now, let's talk about your experience.



Tasks in Wordwall:



LESSON 3. YOUR FINANCIAL PLAN



This lesson is based on the video we watched earlier. In case you want to refresh your memory on what a budget is, watch it again.



Task 1

Let's make a budget. Follow these steps:

Step 1: Figure out your monthly income. If you make money in a couple different ways, be sure to add it all together.

For example:

your allowance + the money that you make from tutoring + plus the Christmas gift from your aunt = your total.

My monthly total: _____

**If you don't have any personal money yet, you can skip this step and go straight to step 3, where you'll analyze your needs and wants for your future budget.*

Step 2: Divide your income into percentages following the "50-30-20" rule.

50% on needs: _____HRN

30% on wants: _____HRN

20% to set aside: _____HRN

Step 3: Make a list of your want and needs:

NEEDS		WANTS	
Name of the expense	Cost	Name of the expense	Cost
Total:		Total:	



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Step 4: See if you need to make any changes to match your budget in Step 2, like move something from needs to wants, remove or add some expenses.

Task 2

Let's set a goal first. Answer the following questions with your partner:

1. What do you want to save for? This can be an expensive purchase, education, or just emergency money.
2. How much money do you need for this goal?
3. When do you want to achieve your goal?

Remember, that it's good to have ambitious goals, and at the same time our goals should be realistic. So if you can only save 100 hryvnia a month, and your goal costs 3000, then you should either be realistic about the timing.

My financial goal: _____

Task 3

Let's brainstorm the ways in which you can make money and increase your budget.

A. With your partner, make a list of income sources and part-time jobs typical for people your age.

**Remember that in Ukraine, underaged people can only work part-time, during the day, with permission from their legal guardian, and in jobs that are not dangerous or bad for health.*

- work as a shop assistant during summer holidays
- work as an SMM manager
- help your parents at work for an hourly pay

B. Which of these ways to make money could work for you?

Tasks in Wordwall:



LESSON 4. STEREOTYPES

Vocabulary

perception — сприйняття

make an assumption — робити поспішне припущення

vote — голосувати

prejudice — упередження

harm — шкода; завдати шкоди

discriminate against — дискримінувати

deal with challenges — стикатися з викликами

entitled — такий/така, що вважає, що йому/їй всі винні

incapable of — нездатний до

be taken seriously — бути сприйнятим серйозно

oversimplified — занадто спрощений



Are you ready? Let's get started!



Task 1

Read the definition and give 3-5 examples of stereotypes that you know.

Stereotype: a popular but fixed and oversimplified image or idea of type of person or thing.

e.g. People from France are arrogant.

Girls are bad at math.

Task 2

Read about some of the types of stereotypes and say whether the statements below are True or False.

GENDER STEREOTYPES

A gender stereotype is an oversimplified perception of someone based on their gender or sex. This involves making assumptions about what a man or woman can and can't (or should and shouldn't) do.

Gender stereotypes have been shaping social norms for a long time. Up until the early 20th century, many women were not allowed to vote or participate in many professions due to limiting beliefs about their ability to participate in public life.

Today, gender prejudices continue to harm both men and women. Often, women can't get a job because of fears they might quit to have a baby, or patients think that a female doctor is a nurse due to the workplace stereotypes.

Many men are also often discriminated against if they choose to go into feminized professions like nursing and teaching, or if they express emotion openly.



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SOCIAL-CLASS STEREOTYPES

Social-class stereotypes are simplified and often wrong ideas about people based on their economic status or social class. For example, there's a common stereotype that people from lower socioeconomic backgrounds are lazy or unintelligent, ignoring the challenges they deal with. On the other hand, wealthier people may be stereotyped as snobbish or entitled, which ignores the fact that there are different people within this group. These stereotypes influence how individuals are viewed in various contexts, from employment opportunities to social interactions.

AGE STEREOTYPES

Age-based stereotypes can include seeing an older person as unable to understand modern culture or assuming they are incapable of performing physical tasks.

Similarly, younger adults in their late teens or early twenties often face disrespect because they're seen as naive, inexperienced, or incompetent. These attitudes can make it harder for them to be taken seriously at work or when they talk about important social issues.

1. Gender stereotypes only harm women.
2. Nowadays, women aren't discriminated against.
3. Men may face discrimination if they choose to do sports.
4. Wealthier individuals are commonly stereotyped as generous and kind.
5. Younger adults are usually taken seriously in discussions about important social issues.



You can read about other types of stereotypes here:



Task 3

Discuss in pairs or groups.

- What are some of the positive and negative stereotypes about your culture, gender or race?
- Do you think it's important to try and get rid of stereotypes in your thinking?
- How can stereotypes be harmful? What are the potential consequences of believing in stereotypes, both for individuals and for society as a whole?
- How do television programs, films, magazines, books encourage stereotypes?
- Have you ever been personally affected by a stereotype? How did it impact you, and how did you respond?
- How can education help to reduce the influence of stereotypes in society?
- What can we do to challenge and get rid of stereotypes?
- Do you think society will ever get rid of all the stereotypes?

Tasks in Wordwall:



LESSON 5. REVISION OF PRESENT AND PAST TENSES

Task 1

Complete the rule with the examples from the previous lesson.

- Gender stereotypes **have been shaping** social norms for a long time.
- Today, gender prejudices **continue** to harm both men and women.
- Up until the 20th century, women **couldn't** vote.
- Have** stereotypes ever **affected** you?

Present Simple

- V(s); do/does

Always true, repeated action in the present

Present Continuous

- am/is/are Ving

Society is slowly breaking down the old stereotypes.

Ongoing action at this moment, around now; future arrangement

Present Perfect

- have/has V3

Past actions that have a result in the present; experiences.

Present Perfect Continuous

- have/has been Ving

Ongoing actions or states that started in the past and continue up to the present; focus on duration.

Past Simple

- V2; did

Actions in the past, completed time period

Past Continuous

- was/were Ving

They were strengthening gender stereotypes during the 1950s.

Ongoing or interrupted actions in the past.

Past Perfect

- had V3

By the time he retired, he had already challenged numerous stereotypes in the corporate world.

Completed actions before a specific point in the past, cause and effect in the past

Past Perfect Continuous

- had been Ving

She had been advocating for disability rights for years before she was recognized.

Ongoing actions or states that started in the past and continued up to a certain point in the past

Underline the correct verb forms.

Present Simple vs. Present Continuous

1. I *read* / *'m reading* a really great book now. It's about London in the 70's.
2. I *don't read* / *'m not reading* much, to be honest, I don't find it exciting.
3. We *meet* / *'re meeting* on Friday in that new pizza place.

Present Continuous vs. Present Perfect Continuous

1. (on the phone) I *'m waiting* / *'ve been waiting* for you for half an hour already, where are you?
2. (on the phone) A: What are you doing? B: I'm in a cafe, I *'m waiting* / *'ve been waiting* for a friend.

Present Perfect vs. Present Perfect Continuous

1. I *'ve written* / *'ve been writing* this essay all day, I'm so tired!
2. I *'ve written* / *'ve been writing* 3 essays this month.
3. I *'ve had* / *'ve been having* breakfast together every Saturday this year. It's our little tradition now.

Past Simple vs. Past Continuous

1. What *did you do* / *were you doing* when they called?
2. I *didn't watch* / *weren't watching* TV last night, I just *fell* / *was falling* asleep immediately.

Past Simple vs. Present Perfect

1. *Did you ever try* / *Have you ever tried* surfing?
2. I *tried* / *have tried* surfing last summer.
3. *Did you try* / *have you tried* surfing while you were in Portugal?

Past Simple vs. Past Perfect

1. In the 1980s, my parents *lived* / *had lived* in the USA.
2. By the 1980s, my parents *lived* / *had lived* in 3 countries.
3. I *was never* / *had never been* abroad before I went to college in the USA.

Task 3

A. Put the verbs in the brackets into the correct forms.

1. What _____ (be) some common stereotypes about different professions in the past?
2. How _____ stereotypes _____ (influence) social interactions in your grandparents' generation?
3. While you _____ (grow up), how were stereotypes about different groups discussed or addressed in your community?
4. How _____ stereotypes about gender roles _____ (change) over the past few decades?
5. What _____ governments _____ (do) right now to educate people about the harmful effects of stereotypes?
6. How _____ stereotypes _____ (impact) people's daily lives in the present?

B. Discuss the question with your partner.

Tasks in Wordwall:



LESSON 6. BREAKING STEREOTYPES

Vocabulary

perception — сприйняття

make an assumption — робити поспішне припущення

vote — голосувати

prejudice — упередження

harm — шкода; завдати шкоди

discriminate against — дискримінувати

deal with challenges — стикатися з викликами

entitled — такий/така, що вважає, що йому/їй всі винні

incapable of — нездатний до

be taken seriously — бути сприйнятим серйозно

Task 1

Look at the common stereotypes and answer the questions.

- Teenagers are always on their phones.
- Girls are not good at maths.
- Older people can't use technology.
- Men don't express their emotions.
- All artists are disorganized.
- Teenagers are lazy and entitled.
- All girls should know how to cook.
- All boys should be strong and play sports.
- People with tattoos are unprofessional.
- People who play video games are antisocial.
- Teenagers don't care about their future.



1. Have you heard all of these stereotypes?
2. Do you agree with any of them? Why?
3. Have you or someone you know ever experienced these stereotypes being used against them? How did you or this person feel? How did you or they react to the situation? What were the immediate and long-term consequences of this experience?
4. Can you provide at least one argument or example that proves each of these stereotypes to be false?
5. e.g. Teenagers are always on their phones. → "Teenagers spend a lot of time doing other things, too. For example, my friend really loves reading, and my classmates do sports. And even when we are on our smartphones, we can study something or communicate with friends, so it's not all just social media and games."

Task 2

Complete the table with your ideas.

A couple of examples have been written for you, but feel free to add more in the same sections.

STEREOTYPES	WHAT ARE THE POTENTIAL NEGATIVE CONSEQUENCES OF THESE STEREOTYPES ON INDIVIDUALS AND SOCIETY?	THINK OF THE PRACTICAL WAYS TO CHALLENGE THESE STEREOTYPES: SOMETHING THAT YOU AND YOUR FRIENDS CAN DO, OR SOMETHING THAT SOCIETY SHOULD CHANGE.
Age: Teenagers don't care about their future. Older people can't use technology.	Teenagers can feel they are not respected, which can make them doubt themselves, which can lead to their low motivation. ...	
Gender: All girls should know how to cook. All boys should be strong and play sports.		<ul style="list-style-type: none">• All boys in our class will learn how to cook a complicated dish, and all the girls will learn the football rules.• Schools shouldn't have lessons for boys or girls only.
Social-class: Poor people are lazy. Rich kids are entitled.		
Appearance: People with tattoos are unprofessional. People wearing smart clothes are professional.		

Task 3

Share your ideas to your partner. If you like some of your partner's thoughts, add them to your table.

It's time to exchange ideas!



Tasks in Wordwall:



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LESSON 7. WHY SITTING IS BAD FOR YOU

Task 1

Label the body parts with the words from the box.

Vocabulary

muscles — м'язи

nerve cells — нервові клітини

bones — кістки

joints and ligaments — суглоби і зв'язки

spine / backbone — хребет

lungs — легені

veins and arteries — вени і артерії

kidneys — нирки

liver — печінка

limbs — кінцівки

for brief periods — на короткі проміжки часу

sedentary lifestyle — сидячий (малорухливий) спосіб життя

slumped shoulders — зсутулені плечі

curved back — зігнута спина

numbness — оніміння

swell — набрякнути



Scan the QR code, listen to the pronunciation of the words and repeat.



Task 2

A. Is our body designed for sitting? Watch the video and find out.



B. Watch the video again and decide whether the statements are True or False.

- a. Sitting for brief periods can help us recover from stress or exercise.
- b. The human body is not designed for movement.
- c. Sitting for long periods causes numbness in our limbs.
- d. Sitting with slumped shoulders and curved back allows us to breathe better.
- e. Sitting for long periods improves our concentration.
- f. A sedentary lifestyle is linked to various health issues.
- g. The author encourages the viewer to stand up and stretch.
- h. M: Great! Let's talk about you now!

Task 3



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Discuss with your partner.

1. How much do you normally sit every day? How much do you move?
2. Do you tend to sit with slumped shoulders and curved back, or do you usually sit with a straight spine?
3. Do you think people are aware of the negative effects of sitting for long periods? Had you known about them before you watched the video?
4. Have you noticed any physical changes in your body because of sitting?
5. Are you going to try and move more after watching this video? What exactly would you like to start doing?
6. How can someone add more motion into their daily routines to prevent the negative effects of sitting?
7. In what ways can schools and workplaces promote movement and reduce the risks associated with a sedentary lifestyle?



Great! Let's talk
about you now!



Tasks in Wordwall:



LESSON 8. PASSIVE VOICE

Task 1

Read the examples and the rule, then complete the formula of the Passive Voice at the end.

"Our body isn't built for a sedentary lifestyle."

"You can see the evidence of that in the way the body is structured."

"Joints, muscles, and ligaments are attached to the bones."

Grammar

When we don't know, or don't want/need to say who exactly does the action, we use Passive Voice.

~~Somebody (???) doesn't build our body for a sedentary lifestyle.~~
→ Our body isn't built for a sedentary lifestyle.

~~Somebody (???) attaches joints, muscles, and ligaments to the bones.~~
→ Joints, muscles, and ligaments are attached to the bones.

We put the Object at the beginning of the sentence,
Somebody doesn't build **our body** ... → **Our body** isn't built ...
Somebody attaches joints ... → **Joints** are attached.

and put the verb into a Passive form: isn't built, are attached.

Can you complete the formula?

be + ____

Task 2

Look at the examples of common expressions in Present Simple Passive.
What or who they might be said about?

e.g. is made in China → About a mobile phone, or another device.

I'm not made of stone → Someone might use this phrase to say that they have feelings and emotions.

1. _____ is made in China.
2. I'm not made of stone.
3. _____ is known for its quality.
4. _____ is required by law.
5. _____ is used by professionals.
6. _____ isn't designed for children.
7. _____ is produced in the USA.



In the formula "be+V3", "V3" always is constant no matter the tense, while the form of "be" will always change according to the tense. Here are some common forms.

Tense	Form of "be"	Example
Present Simple	am/is/are	It is made in China.
Present Continuous	am/is/are being	My car is being repaired , so I'm cycling to work this week.
Present Perfect	have/has been	This dress has been worn only a couple of times, so it's practically new.
Past Simple	was/were	The internet was invented by Tim Berners-Lee in the late 1960s.
Future Simple	will be	The collected data will be used as a basis for the research study.
"going to"	be	The film is going to be released in cinemas next week.
with modal verbs	be	The task can be completed within an hour. The health check-up has to be scheduled regularly.

Task 3

Put the words into the correct order to make sentences.

1. the wound / be / has to / cleaned.
2. shouldn't / dogs / allowed / in the office / be.
3. Steve Jobs and Steve Wozniak / "Apple Computer, Inc." / by / founded / was.
4. it / law / is / required / by.
5. this decision / finalized yet / hasn't / been.
6. is / redecorated / my flat / being / at the moment.
7. sold / worldwide / this product / going to / be / is.
8. are / most Toyota cars / in Japan / manufactured.

Great work today!



Tasks in Wordwall:



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LESSON 9. HUMAN BODY QUIZ

Task 1

Do you know any interesting facts about the human body? Share them with the class.

Task 2

A. Work in pairs. Decide whether the facts below are True or False. Explain your choice.

1. The liver is the largest internal organ in the human body.
2. The human body has more than 600 muscles.
3. There are 206 bones in an adult human body and 300 bones in an infant's body.
4. Most of the dust in your home is made of human skin.
5. No one can lick their elbow.
6. Your tongue has different areas that are more sensitive to different flavours.
7. Your body is made up of more bacteria cells than human cells.
8. Shaving makes hair grow back thicker.
9. Humans use only 10% of their brains.
10. The brain is the fattiest organ in the human body.
11. Human fingerprints are completely unique to each individual.
12. Cracking your knuckles* can cause arthritis later in life.

*to crack knuckles — тріщати суглобами пальців

B. Turn your worksheet upside down and read the correct answers.
How many did you know?

1. True. The liver is the largest internal organ, playing a crucial role in metabolism, detoxification, and production of biochemicals necessary for digestion.
2. True. The human body contains over 600 muscles, which are responsible for movement, posture, and various bodily functions.
3. True. Some bones in the infant's head have not yet joined together and so the infant has more bones than a fully formed adult.
4. False (although you can find this "fact" in a lot of places). Dust is made up of lots of different things including animal hair or skin, insect waste, and dirt.
5. True, but be honest. You just tried to, right?
6. False. This is a common myth taught in primary schools and it is the result of a mistranslated scientific paper, from German to English.
7. True, for each human cell in your body there are about ten bacteria cells.
8. False. Shaving hair does not affect its thickness or rate of growth. It may appear thicker when it grows back because the blunt end of the hair shaft is thicker than the tapered end of unshaved hair, but this is only a visual effect.
9. False. This is a common myth. While certain areas of the brain may be more active at specific times, modern brain imaging techniques show that we use virtually all parts of our brain at different times, even during sleep.
10. True. The brain is composed of about 60% fat, making it the fattiest organ in the body.
11. True. Fingerprints are formed during fetal development and remain unchanged throughout a person's life, making each person's fingerprints unique.
12. False. Cracking your knuckles does not cause arthritis. The sound you hear is caused by gas bubbles bursting within the synovial fluid, which lubricates the joints. It does not harm your joints or lead to arthritis.

Task 3

Discuss with the class:

- Which of the facts had you already known?
- Which facts were new?
- Which facts are the most surprising?

Tasks in Wordwall:



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LESSON 10. HOW TO SPOT FAKE NEWS

Vocabulary

spot fake news — виявити неправдиві новини

URL — веб-адреса

source — джерело

figure out whether or not the source is trustworthy — з'ясувати, чи цьому джерелу можна довіряти

meet the standards of quality journalism — відповідати стандартам якісної журналістики

headline — заголовок

What exactly did it say? — що саме там було сказано?

come across — натрапити

verify — перевірити



Scan the QR code, listen to the pronunciation of the words and repeat.



Task 1

Watch a video called "5 Ways to Spot Fake News". Tick the things the speaker mentioned in the video.

1. Check whether the website is trustworthy
2. Read the full article to understand the context
3. Look for the same piece of news on other resources
4. Make sure the title sounds neutral
5. Find out who wrote it
6. Check if pictures are original
7. Verify the sources: experts, studies, research
8. Analyze the comment section
9. M: Did you know this?



Task 2

Watch the video one more time and then answer the questions with your partner.

- What can we do to check whether a news source is trustworthy?
- Why are emotional headlines a bad thing?
- What information about the author should we look for?
- How do rumors spread, and how can we stop that?
- How can we check whether the photo is original?

Task 3

Complete the sentences with the words from the box.

spot / whether / verified / across / standards / exactly

- Ultimately, the best way to understand _____ or not a site is trustworthy is to actually read the content on the site and to see if it meets the _____ of quality journalism.
- If I read something that says, "Scientists say that chocolate cake makes you smarter," ... well, what scientists? And what _____ did they say?
- One of the ways in which rumors spread is that a lot of people keep repeating the same information, but nobody has _____ it.
- I came _____ a very similar photograph in a different article several months ago.
- If you _____ anything suspicious in a piece of news, make sure you fact-check it before sharing.

Well done!

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LESSON 11. REPORTED SPEECH

Task 1

Look at the comic and complete the rule.



Grammar

Direct speech	Reported speech
Present Simple Scientists: "Chocolate makes you smarter."	<u>__Past Simple__</u> They said chocolate made you smarter.
Present Continuous Scientists: "We are working on this problem."	Past Continuous Scientists said they _____ on this problem.
Present Perfect Scientists: "We've made a ground-breaking discovery."	Past Perfect Scientists said they _____ a ground-breaking discovery.
Past Simple Scientists: "We conducted research"	_____ They said they had conducted research.
Past Continuous Scientists: "We were working in the lab all day yesterday"	Past Perfect Continuous Scientists said they _____ in the lab all day.
Will Scientists: "Sales of chocolate cakes will rise."	_____ Scientists said that sales of chocolate cakes would rise.
today yesterday _____ now next last _____	that day the day before the following day then the following the previous there



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!! These rules only apply if the reporting verb is in a Past Tense, e.g. he said, they told us, they found out, etc. If the reporting verb is in the present or future tense, then use the same tenses as in the direct speech. e.g Scientists believe that chocolate cakes make you smarter.

Task 2

Find and correct mistakes in the reported speech.

1. Journalist: "I will interview the scientist tomorrow."
→ The journalist said that he interviews the scientist the next day.
2. Researcher: "We have discovered a new species of bees."
→ The researchers announced that they discovered a new species of bees.
3. Scientist: "This experiment proves our theory."
→ The scientist explained that the experiment had proved their theory.
4. Editor: "This news article is based on false information."
→ The editor remarked that the news article based on false information.
5. Scientist: "Our findings will revolutionize medicine!"
→ She announced that their findings will revolutionize medicine"
6. Reporter: "I can't believe it is true!"
→ The reporter exclaimed that she couldn't believe it is true.

Task 3

A. Exchange your books with your partner. Write in the speech bubbles what the scientist said.

B. Take your book again. Read what the scientist said and convert it into reported speech for the journalist.
See ex.1 for reference.



Tasks in Wordwall:



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LESSON 13. SUSTAINABLE LIVING

Vocabulary

overconsumption — надмірне споживання

take care of — подбати про

reduce the use of plastic — зменшити використання пластику

non-renewable resources — невідновлювані ресурси

eco-friendly products — екологічно чисті продукти

in the long run — в довгостроковій перспективі

thrift store — благодійний магазин, що продає вживані речі

locally grown food — продукти, що були вирощені неподалік

contaminated water — забруднена вода

end up in the landfill — потрапляють на звалище

disposable — одноразовий

reusable — багаторазовий



Scan the QR code, listen to the pronunciation of the words and repeat.



Task 1

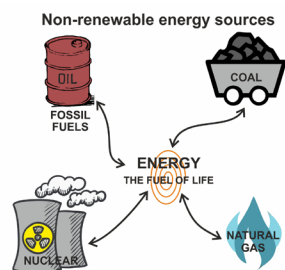
Watch the video and find out the meaning of the term "Sustainable living".



Task 2

Label the pictures with the phrases from the Vocabulary section.

1.



2.



1.

2.

3.

4.

3.



4.



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5. _____

6. _____

7. _____



Task 3

A. Complete the sentences with the missing words. Use the Vocabulary section for help.

1. _____ isn't such a big problem. We can recycle all the waste we've produced.
2. I try to _____ the amount of plastic I use because I want to live more sustainably.
3. Shopping at _____ stores isn't cool, so I would never do it.
4. Reusable products will never replace the _____ ones because they're very inconvenient.
5. I always look for eco-_____ products, but it isn't that easy.
6. Buying locally _____ food is not only good for the environment but also saves you money.
7. We should stop using _____ resources, like oil and gas, before it's too late.
8. Everyone can do little things to help. For example, you can plant a little garden next to your house and _____ of it.

Let's have
a discussion now!



B. Discuss the statements with your partner: agree, disagree, share your experience.

Tasks in Wordwall:



LESSON 14. FIRST CONDITIONAL



If people stop buying so much cheap clothes, less waste will end up in the landfill.

Unless we all start living more sustainably, people after us might not see the Earth as we know it today.

I will use my reusable mug in case I want to get a coffee to go later.

Task 1

Read examples in the speech bubbles and complete the rules.

Grammar

Are they about the past, present, or future? future

Each sentence in the example consists of two parts: **condition** and **result**. Can you find and underline the condition with one line and the result with two lines?

Do we use "if" at the start of the condition or the result? _____

What other words can be used instead of "if"? _____

Can condition and result switch places, or do they always go in the same order?

What verb forms do we use in 1st Conditional? Complete the formula:

condition
if _____

result
_____ + V

!! It's common to use other modal words instead of "will" in the "result" part, like should, might or can:

If you want to save energy, you should use LED light bulbs.

Task 2

Put the verbs in brackets in the correct forms.

1. Industry _____ (continue) to produce waste unless we have stricter rules.
2. If we _____ (stop) buying from unethical businesses, they will have to change their approaches.
3. If we clean the oceans, fewer sea creatures _____ (suffer).
4. If we switch to renewable energy sources, we _____ (reduce) our carbon footprint.
5. If communities _____ (build) more green spaces, they will improve air quality.
6. The landfills will only become bigger unless companies _____ (invest) in sustainable packaging.
7. If you walk or bike instead of driving, you _____ (reduce) air pollution.
8. If schools educate children about sustainability, they _____ (grow up) with better environmental habits.



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9. We will install solar panels in case energy prices _____ (go) up.
10. You should bring a reusable mug in case you _____ (want) to have some tea or coffee.

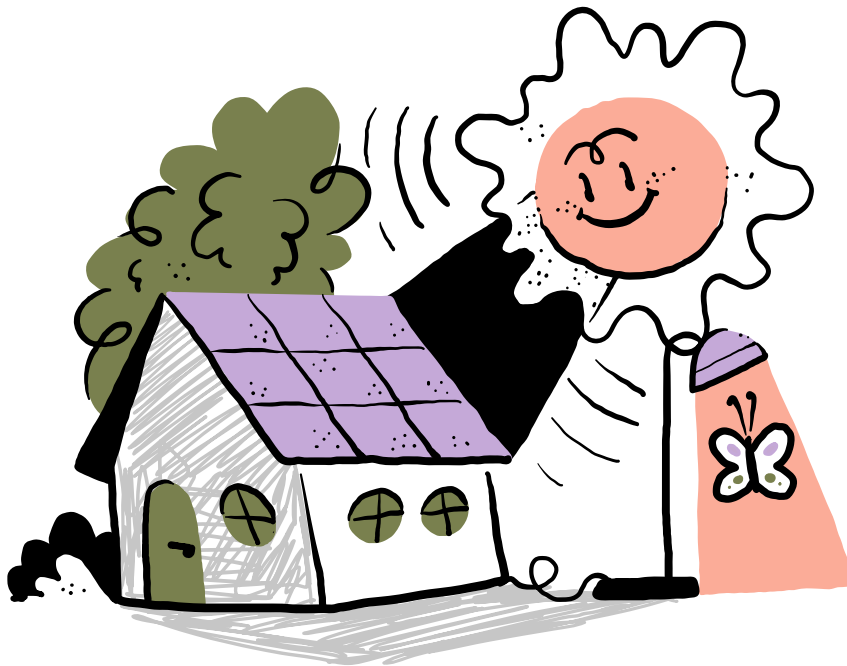
Task 3

A. Complete the sentences so that they are true for you.

You will save money on energy bills if you _____.
The environment will benefit if people _____.
Our air quality will improve if we _____.
Wildlife will thrive if we _____.
If you start composting at home, you will _____.
If people choose to walk or bike instead of driving, they will _____.
If we switch to renewable energy sources, we will _____.
If you buy locally-produced goods, you will _____.

B. Compare your sentences with your partner's and see if you have any ideas in common.

Fantastic progress! Keep pushing forward!



Tasks in Wordwall:



LESSON 15. SMALL CHANGES

Task 1

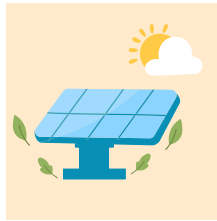
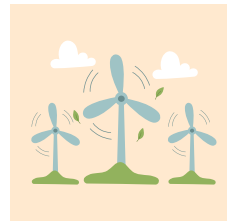
Discuss with your partner.

- Do you have any sustainable habits? What are they?
- What eco-friendly habits would you like to start?

Task 2

A. Think of what small steps we can take every day in order to live a more sustainable life. Write the sentences next to the pictures. If necessary, use the First Conditional.

e.g. If we buy more locally grown food, we can help reduce the air pollution related to transportation. That will also reduce the amount of packaging. You can still buy imported food in case you want something exotic.



B. Compare your examples with your partner's. See if you have similar ideas.

Task 3

A. Make a list of things that you're willing to introduce in your everyday life.

B. Share with your partner. Give each other recommendations.

Well done today!



Tasks in Wordwall:



LESSON 16. HOW TO SUCCEED IN AN ONLINE JOB INTERVIEW

Task 1

Discuss the questions.

1. Have you ever done a job interview?
2. Do you think it's easier to do an online job interview or an offline one?
3. What do you think is important to prepare for an online job interview?
4. What can go wrong? How to avoid that?
5. Look at the titles of the tips below, but don't read the whole text yet. Can you predict what these tips will be about?

Task 2

Read the article and answer the questions.

1. Which of the tips in the article do you find the most useful? Why?
2. Which tips do you think aren't very good? Why?
3. Can you think of more tips for online interviews?

How to excel in an online job interview

KNOW WHERE YOU HAVE TO BE AND WHEN

Is the interview on Zoom, or Microsoft Teams, or Google Hangouts or some other platform? Are you sure of the time (and time zone)? As soon as you get the invitation, double check the details – arriving a day early or late is hard to recover from. Log on early, but not too early – two or three minutes is fine.

PRACTISE USING THE TECHNOLOGY

Download the software well in advance and familiarise yourself with the online meeting place, as well as your device – for added security, consider downloading it on to a second device, such as your phone, and practise using it on there too, in case your computer fails at a crucial moment. Make sure that your user name comes up correctly, it should be your full name. Check your camera and microphone. If you plan to show slides or share your screen, make sure you know how to do it (and that there's nothing embarrassing on your desktop screen).

SEE HOW YOU COME ACROSS

Eye contact is especially important. The mistake people make is talking to the face on screen and what you should do is talk to the camera. It does need a bit of practice. So it's a good idea to practise with a friend and, if you can, record the call and look at it afterwards. Do you need to move less or look into the camera more? Eye contact really matters through the screen and does create an impression of direct communication.

PREPARE YOUR INTERVIEW AREA

If you don't have a spare room or office, find a quiet corner at home and think about styling it for your interview. You want a clear, simple background that says something about you. Push junk out of sight, maybe put a picture on the wall behind, or a tidy bookcase. Turn your phone off and don't be tempted by leaving snacks within reach. Don't have anyone else in the room.

STICK PROMPTS NEARBY

One of the benefits of an online interview is that you can have a huge sign on the opposite wall reading "YOU CAN DO THIS!". Or stick a note to the side of your screen. A smiley face will remind you to smile more, as will a note saying "Slow and clear" to remind you to slow down. If there's anything you particularly wanted to mention, have that written there. It's fine to jot down a few notes, but not too much because you still want to maintain eye contact.

Task 3

A. Match the highlighted words in the text with their translations.

Vocabulary

- _____ — заздалегідь
- _____ — створювати враження
- _____ — вигода, перевага
- _____ — занотовувати
- _____ — підтримувати зоровий контакт
- _____ — перевірити напевно, перевірити двічі
- _____ — дуже важливий, вирішальний
- _____ — не піддавайтеся спокусі

B. Answer the questions with your partner.

1. Do you usually double check things, or are you more relaxed?
2. Do you usually do things in advance or at the last moment?
3. What do you think is absolutely crucial when you're at a job interview?
4. Is it easier for you to maintain eye contact in offline or online meetings?
Why do you think that?
5. What are the benefits of doing an interview online?



You're achieving great things, keep it up!



Tasks in Wordwall:



LESSON 17. FUTURE TIME CLAUSE

Task 1

Analyze the sentences and the grammar, and try to summarize the rule in your own words.

- **As soon as** you get the invitation, double check the details.
- I won't stop preparing **until** I feel confident in my answers.
- **After** I prepare my resume, I will practice common interview questions.
- **While** I wait for the interview to start, I will review my notes one last time.
- I will celebrate **when** I get the job offer.

Grammar: Future time clause

Even though we're talking about the future, we can only use Present tenses in the future time clause after such words:

as soon as, until, before, after, while, and when.

As soon as you get the invitation,
until I feel confident in my answers.

Use Future or Imperative in the main clause.

double *check* the details.

I *won't stop* preparing.

* It's very similar to the 1st Conditional, only there we use "if", "unless, and "in case".

Task 2

Underline the correct alternative.

1. Please, call us when you arrive / will arrive.
2. I'll be ready as soon as you are / will be.
3. I don't know when the party start / starts.
4. He will wait for you until you be back / are back.
5. Don't worry! I watch / 'll watch your things while you're swimming.
6. When you read / will read this email, I am / will be on a plane to Germany.
7. Before dad arrives / will arrive home, I finish / will finish this essay.
8. After Jane leaves / will leave home, she meets / 'll meet her friends.

Task 3

Complete the sentences with your own ideas.

1. I will double check _____ when I _____
2. As soon as I finish the interview, I will _____
3. I will _____ in advance before I _____
4. I want to create a good first impression, so I'll _____,
while I _____
5. When I start working here, I will _____
6. After I complete the initial training, I will _____
7. While I adapt to the new role, I will _____
8. I will jot down _____ as soon as _____

Tasks in Wordwall:



LESSON 18. ANSWERING COMMON JOB INTERVIEW QUESTIONS

Task 1

A. Look at the common job interview questions below and write your answers.

1. Can you tell me about yourself?
2. Can you tell me about the last challenge you had to overcome and what the result was?
3. What are your development areas?
4. Why are you right for this role?
5. Where do you see yourself in three years?
6. Do you have any questions for me?

B. Discuss in pairs

- Why do you think employers ask these questions? What do they want to check with these questions?
- What do you think is the correct way to answer them?
- Do you think one should answer these questions the same way in every interview? Or should the answers differ depending on the job?
- Do you think it's ok to talk about your school experience and hobbies in a job interview? Explain your opinion.
- Do you think it's important to prepare your answers in advance? Why?

Task 2

A. Read. Write down tips and ideas that you like and find useful.



B. Go back to your answers in Task 1a and improve them following the tips in the article.

Task 3



A. Work in pairs and take turns to interview each other for the jobs below. Use the questions in Task 1a.

Administrator in a Sport Center

Responsibilities:

- Welcome visitors, answer their questions, and provide information about services.
- Take care of reservations for sports facilities and classes.
- Maintain accurate records of memberships, payments, and schedules.
- Coordinate with coaches, trainers, and staff to ensure smooth operations.
- Ensure the sport center is clean, organized, and all equipment is in good condition.

Requirements:

- Organizational Skills: Ability to manage multiple tasks and keep things in order.
- Communication Skills: Clear and friendly communication with customers and staff.
- Basic Computer Skills: Use of software for booking and record-keeping.

Social Media Marketing Manager

Responsibilities:

- Create engaging posts, images, and videos for social media platforms.
- Plan and schedule posts to take care of consistent content delivery.
- React to comments and messages from followers to build a community.
- Monitor and report on social media performance using tools like Facebook Insights or Google Analytics.

Requirements:

- Creativity: Ability to come up with interesting and engaging content ideas.
- Writing Skills: Good grammar and spelling for writing posts and captions.
- Tech Savvy: Comfortable using various social media platforms and basic editing software.

B. Give each other feedback on how you did and whether you both followed the tips in the article.

You're doing an awesome job, keep going!



Tasks in Wordwall:



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LESSON 19. WHAT IF CARS COULD FLY?

Task 1

Complete the phrases below with their second halves in the box.

deadly accidents / on a daily basis / autopilot / source / look like? / friendly / option / to / fiction / features

Vocabulary

science _____

What would it _____

similar _____

convert _____

run _____

a viable _____

safety _____

prevent _____

eco — _____

energy _____

interact with each other _____

наукова фантастика

як би це виглядало?

схоже на

перетворити(ся) з ... на ...

працювати на автопілоті

життєздатний варіант

функції безпеки

запобігати смертельним аваріям

екологічно чистий

джерело енергії

взаємодіяти один з одним щодня



Scan the QR code, listen to the pronunciation of the words and repeat.



Task 2

Watch the video and check.



Task 3

Read the following opinions about flying cars. Which ideas do you agree and disagree with? Explain.

I think flying cars are a great idea. They would make commuting so much faster and easier. It would be so great if my normal car could convert to a flying one whenever I wanted it to! I mean, who wouldn't want to avoid all that traffic on the ground? Plus, it would be really cool to fly over the city like a superhero.



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I'm not too sure about flying cars. I feel like it would be chaotic up there in the sky with everyone trying to navigate. Even if they could run on autopilot, it just seems like a disaster waiting to happen. I rather stick to driving on solid ground and be safe.

I don't really know. On one hand, they seem like a cool concept and could potentially revolutionize transportation. But on the other hand, I worry about safety issues and the impact on the environment. Would they be eco-friendly? How would we prevent deadly accidents? It's a tough call for me.

Flying cars?! That's just crazy talk! We're not supposed to be flying around like birds or something. It's not natural. I mean, what if one of those things crashes into my house? No way, even if they were a viable option, count me out.



Great work today!



Tasks in Wordwall:



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LESSON 20. SECOND CONDITIONAL



Task 1

A. Look at the sentences and answer the questions below.

It would be so great if my normal car could convert to a flying one.

If we had flying cars, what would they look like?

Grammar

Are these sentences about something that exists, or something imaginary, hypothetical? _____

Are they about the past, present, or future? present

Each sentence in the example consists of two parts: condition and result. Can you find and underline the condition with one line and the result with two lines?

Do we use "if" at the start of the condition or the result? _____

Can condition and result switch places, or do they always go in the same order?

What verb forms do we use in 2nd Conditional? Complete the formula:

condition
if _____

result
would / could _____

!! Using both condition and result in the same sentence is typical. However, it's also quite common to only use one part of the formula:

Would they be eco-friendly? (only result: would + V)

What would they look like? (only result: would + V)

What if they weren't safe? (only condition: Past Simple)

!! In the condition with "I" and "to be" we typically use "were", but in modern English "was" is also acceptable.

If I were a millionaire, ... / If I was a millionaire,

B. Can you now summarize the rule with your own words?



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Task 2

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

1. If we _____ (have) flying cars, ...
2. What _____ they _____ (look) like?
3. _____ they _____ (be) similar to a normal car?
4. _____ they _____ (convert) from wheels to wings?
5. _____ they _____ (run) on autopilot?
6. How many people _____ they _____ (hold)?
7. What safety features _____ they _____ (need) to have?
8. How _____ you _____ (prevent) deadly accidents?
9. How _____ you _____ (keep) them eco-friendly?
10. What kind of energy source _____ they _____ (use)?
11. How _____ they _____ (change) city layouts and buildings?
12. How _____ they _____ (impact) the way we interact with each other?

B. Watch (or just listen to) the video and check your answers.



Task 3

Work in pairs. Answer the questions in Task 2.



Tasks in Wordwall:



LESSON 21. WHAT IF ...?

Task 1

First, look at the sentence starters in the game. In order to play, you will need to complete the sentences with the result or condition. Work individually, read all the sentence starters and think about how you could complete them.

Task 2

Work in groups of 2-4 and play the board game.

Rules of the game:

- Place your counters on the start square.
- Take turns rolling the dice and moving your counters.
- When you land on a square containing the beginning of a second conditional sentence, complete the sentence with your own idea.
- If you land on a square with a question mark "?", make your own second conditional sentence.
- Everyone listens to each other's sentences and decides whether or not it is grammatically correct.
- If it is, the student stays on the square. If not, they go back two squares.
- If you're unsure, ask the teacher or ChatGPT.
- The first student to reach the finish wins the game.
- Remember, your sentences must be about a hypothetical present. To talk about the future or past we need different types of Conditional sentences.

If + Past Simple,
would + V



Task 3

Discuss in more detail any interesting questions or answers that you heard during the game.

Tasks in Wordwall:



LESSON 22. REFLECTING ON THE SCHOOL YEAR

REFLECTING ON THE SCHOOL YEAR

The end of the school year should be a time of review, reflection, and celebration. We should think about what we learned, note how we grew and changed — and consider what it all means for next year. Here are some ways you can reflect on the school year that's coming to an end. You can try all of them, or only pick one.

Journaling.

All you need is a pen and a notebook. Write down the answers to such questions:

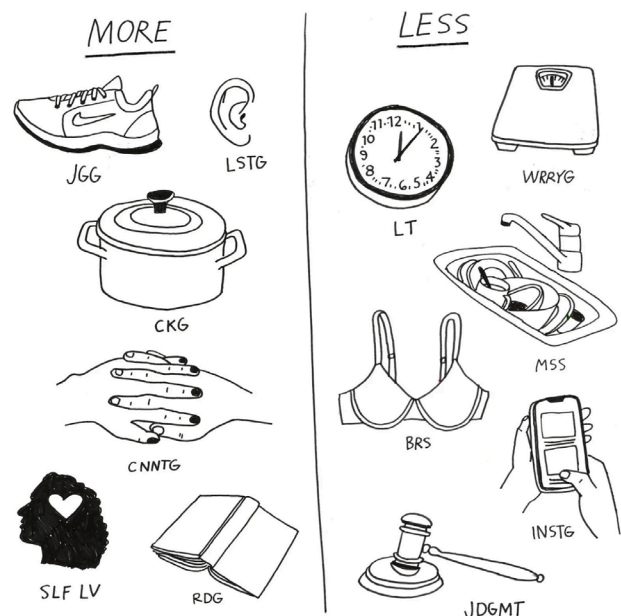
- What do you want to remember about this school year? Why?
- What surprised you?
- What challenged you?
- What successes are you most proud of?
- What could have gone better?
- What did you learn, whether in or out of school?
- How have you grown?
- How are you right now? How would you describe your emotional well-being at this moment, and why?

When you're finished, reread your work. Are there pieces you'd like to make public or share with friends? What did you learn about yourself from doing this exercise? What would be helpful to share with others?

DRAW A MORE / LESS LIST.

Grab a piece of paper and draw a line down the center to create your drawing area. On the left, write the word "More" at the top. On the right, write the word "Less." Now think of the things that you enjoyed this year (you can also imagine things that would bring you joy in the future). Once you have an idea, draw a simple icon to represent it and draw it in the More column. If you want more jogging in your life, maybe draw a sneaker. Do the same for the Less side: If you want less social media, maybe draw a phone.

These drawings don't have to be realistic or well rendered; they just have to be recognizable to you.



Make a playlist.

What music **sums up** this year for you? Make a list and explain your choices to others via short written annotations that express what's **notable** about these songs, what they help you remember, and why they have been a **meaningful** part of this year's soundtrack.

When you're done, share it with our friend or on your social media, or simply keep it to yourself and enjoy the sound of the year.

*You can read the full article here



Task 1

Read the article and discuss the question with your partner.

- Have you ever tried the end of the year reflection? If yes, share your experience.
- Do you think it's a good exercise? Why?
- Other than at the end of the school year, when is a good time to do reflection?
- Which of the ideas in the article did you like most? Why?
- Have you tried any of the ideas in the article? Would you like to try them?

Task 2

Match the highlighted words in the article with their meanings.

Vocabulary

1. _____ — an analysis of your past experiences and actions
2. _____ — deserving attention
3. _____ — to describe or express the important facts or characteristics about something or someone
4. _____ — important or valuable
5. _____ — to think carefully about your past experiences and actions
6. _____ — make someone happy



Scan the QR code, listen to the pronunciation of the words and repeat.



Task 3

A. Complete the question with the words from Task 2.

1. Can you share a _____ experience you've had in the past year? How did it change or influence you?
2. If you had to create a motto that _____ your outlook on life right now, what would it be and why?
3. Who is a _____ person you admire and what qualities make them stand out to you?
4. What activities or hobbies _____ to your life, and why do you think they make you happy?
5. Why is it important to take time to _____ your actions and decisions? Can you share a moment when reflecting helped you make a better choice?

B. Discuss the questions in Task 3a.



Superb effort! You're really mastering this!



Tasks in Wordwall:



LESSON 23. GRAMMAR FOR TALKING ABOUT REGRETS

Grammar

To express regrets about past experiences you can use such structures:

should (not) / could + have + V3

I shouldn't have skipped so many lessons. Не варто було мені пропускати стільки уроків.

I could've been more attentive in the lectures. Я могла би бути уважнішою/-шим під час лекцій.

I wish / If only + Past Perfect

I wish I had read more for pleasure during the year. Шкода, що я не читав/-ла для задоволення більше протягом року.

If only the winter holidays had lasted longer. Якби тільки минулі зимові канікули тривали довше.

Task 1

Correct the mistakes.

1. I wish I taken more pictures during that meaningful experience at the summer camp.
2. If only I wrote down that quote, it perfectly sums up how I feel about friendship.
3. I shouldn't have skip the lecture on notable historical figures; it was really insightful.
4. I could spent more time with my grandparents, as their stories always bring joy to my heart.
5. I shouldve reflected on my study habits earlier; I might have better grades now.



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Task 2

Complete the sentences using the words in the brackets.

e.g. I shouldn't have skipped so many lessons. (should, not, skip)

1. I _____ my science project earlier instead of waiting until the last minute. (should, start)
2. I _____ so much on my math assignments. (should, not, procrastinate)
3. I _____ the debate team and improved my public speaking skills. (could, join)
4. I _____ for help when I was struggling with chemistry. (wish, ask)
5. _____ more in class discussions, I might have understood the material better. (if only, participate)

Task 3

A. Complete the sentences so that they are true for you.

What do you wish had been different in the past school year?

I wish I had _____

I wish I hadn't _____

If only _____

I should've _____

I shouldn't have _____

I could've _____

B. Read your sentences to your partner. Explain what you've written, give more details.



Great work today!



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LESSON 24. LET'S REFLECT

Task 1

A. If you could describe this course with one word, one drawing, and one song, what would they be?

Write and draw them here:

Word _____

Song _____

Drawing _____

B. Discuss your word, song, and drawing with your partner. Explain why you chose them.

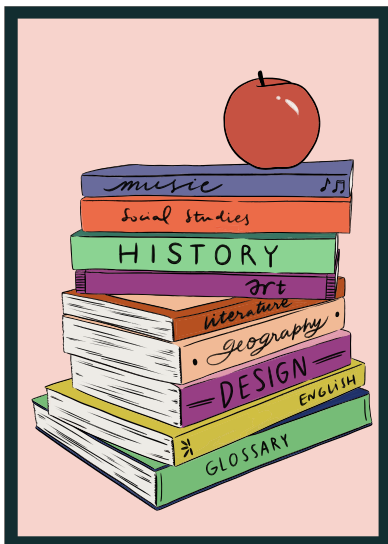
Task 2

Write your answers to the questions below.

1. What do you want to remember about this course? Why?
2. What surprised you?
3. What challenged you?
4. What successes are you most proud of?
5. What could have gone better?
6. What did you learn?
7. How have you grown?
8. How are you right now? How would you describe your emotional well-being at this moment, and why?

Task 3

Share your answers with others. See if you've had anything in common. What can you learn from each other?



Well done! Your hard work is paying off!



Tasks in Wordwall:



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ВИХІДНИЙ ТЕСТ

АНГЛІЙСЬКА МОВА

11 КЛАС

Виконай завдання 1–25. Вибери ОДНУ правильну відповідь з-поміж ТРЬОХ варіантів. Познач цю відповідь у бланку відповідей.

Choose the correct option to complete the sentences.

1. I can't afford _____ a new car right now.

- A to buy
- B buy
- C buying

2. They promised _____ us with the project.

- A to help
- B help
- C helping

3. He suggested _____ to the new restaurant.

- A to go
- B go
- C going

4. I _____ all day and I just want to rest now.

- A am working
- B was working
- C have been working

5. I can't come to the party on Friday, I _____ my parents for dinner.

- A meet
- B am meeting
- C have met

6. Our house _____ in 1963.

- A built
- B is built
- C was built

7. Sorry, I can't invite you to my place, it _____. Let's go to a cafe instead.

- A is redecorated
- B has been redecorated
- C is being redecorated

8. I called her, but she said she _____ busy and she _____ me back later.

- A was, would call
- B is, will call
- C was, calls



9. She told me she _____ to Spain many times. I was so jealous to hear that!

- A had been
- B has been
- C was

10. Trust me! If you _____ exercising regularly, you _____ much better.

- A start, feel
- B start, will feel
- C will start, feel

11. Call me as soon as you _____ home!

- A get
- B got
- C will get

12. If you _____ older, you _____ allowed to drive. But you're only 15 now.

- A was, would be
- B were, would be
- C were, would have been

13. I was so worried about you. You _____!

- A should call
- B should have call
- C should've called

14. This is such a lovely view! I wish I _____ my camera at home!

- A didn't leave
- B haven't left
- C hadn't left

15. My monthly _____ is not enough for me to rent my own flat.

- A saving
- B expense
- C income

16. We often make _____ about people based on their looks.

- A assumptions
- B prejudices
- C perceptions

17. Sitting with _____ shoulders is bad for our overall health.

- A sedentary
- B slumped
- C numb

18. He came _____ some of his old letters in his desk drawer.

- A along
- B across
- C to



19. I always carry a _____ shopping bag so I don't have to buy plastic ones.
- A disposable
 - B non-renewable
 - C reusable
20. If you're going to come, please let me know _____ advance.
- A in
 - B for
 - C on
21. I bought some new shoes which are very similar _____ a pair I had before.
- A with
 - B to
 - C on
22. He wanted to feel that his job was _____ and made a positive impact on the lives of others.
- A meaningful
 - B essential
 - C entitled
23. If you want to achieve great results, you should _____ a goal that will motivate you.
- A put
 - B stay
 - C set
24. How did you _____ with that challenge?
- A resolve
 - B overcome
 - C deal
25. To be published in our magazine your work has to _____ our high standards.
- A meet
 - B answer
 - C prevent

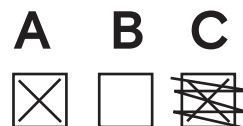
БЛАНК ВІДПОВІДЕЙ

Познач у бланку відповіді так, щоб було зрозуміло,
яким є твій варіант відповіді на завдання.

Правильну відповідь на кожне завдання позначають тільки так:



Неправильну відповідь можна виправити, замалювавши попередню позначку та поставивши нову:



	A	B	C
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A	B	C
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A	B	C
11.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A	B	C
16.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A	B	C
21.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

МАТЕРІАЛИ ДЛЯ ФАСИЛІТАТОРА



Save the Children



НАВЧАЙ
ДЛЯ
УКРАЇНИ

LESSON 1. WHAT IS A BUDGET?

Важливо:

Дізнатися про бюджетування.

Вивчити лексику з теми “Бюджет”.

Розповісти про свій досвід та поділитись своєю думкою щодо теми “Бюджет”.

Vocabulary

he's broke — у нього ні гроша

make money — заробляти гроші

keep track of your expenses — стежити за своїми витратами

allowance — кишенькові гроші

income — дохід

savings — заощадження

save for retirement — збирати гроші на пенсію

set aside — відкладати

essential — найважливіше

prioritize — розставляти пріоритети

set a goal — ставити мету

in case of an emergency — на випадок надзвичайної ситуації



Task 1

Have you ever heard of a 50-30-20 rule? What do you think it is?

Watch the video and find out.



Task 2

A. Are these statements true or false? Discuss in pairs what you remember from the video.

A budget is a plan that helps you keep track of your income.

Allowance isn't a part of your income.

According to the 50-30-20 rule, you should set aside 30% of your monthly income.

Clothes, lunch money, and sports equipment can be in the “needs” category.

If you need to reduce your spendings, you should cut down on things that are not essential, like shopping and snacks.

It's a good idea to set a goal. This way saving money will be easier.

You should save all the money that you make.

B. Watch the video one more time and check your ideas in Task 2a.

Task 3

A. Complete the texts with the words from the Vocabulary section.

Alison: “My parents give me an 1)_____, but I also try to make money through part-time jobs. I want to buy my own car one day, and this goal keeps me motivated and helps prioritize my spendings. I try not to spend too much on things that aren't 2)_____, like snacks, cinema, or clothes, and to set aside as much as I can every month so that I achieve my goal sooner. My friends don't understand this, they always say that I should have fun while I'm young. But I enjoy saving money and my goal is important for me.”

Niki: "I don't really see the point in saving a lot right now. I think it's more important to enjoy life while you're young. I get an allowance and sometimes work during the summer to 3)_____ money, but I don't stress about saving for anything big yet. I know I should probably keep 4)_____ of how much money I spend, but I'd rather just live in the moment and not worry about it too much."

Den: "I think it's important to find a balance when it comes to personal finance. Sure, you don't want to be the person who's always 5)_____, but at the same time, you should enjoy your money while you're young. I don't make any money on my own yet, I only get an allowance from my parents, but I still like to 6)_____ track of how much I spend and set 7)_____ some money for savings. This helps me to buy the big things I want, like new headphones, for example, or a smartwatch. I don't save for emergencies, though, because my parents take care of such things."

B. Which of these opinions is more similar to yours? Discuss with your partner.

C. Write a similar paragraph about yourself.

ВІДПОВІДІ ДО ЗАВДАНЬ:

Впр.2:

1. False: it's a plan of your income, spendings and savings.
2. False: allowance is a part of your budget as well as the money you earn at a job
3. False: 20% should go into your savings, and 30% spent on 'wants'
4. True
5. True
6. True
7. False: budget is a tool to spend your money wisely on things we need and want, and enjoy your life.

Впр.3 a: 1) allowance 2) essential 3) make 4) track 5) broke 6) keep 7) aside

LESSON 2. VERB PATTERNS

Важливо:

Знати дієслівні конструкції.

Вміти висловити свою думку щодо персональних фінансів, використовуючи дієслівні конструкції.



Remember, what Alison said about her spending habits?

Alison: "I want to buy my own car one day, so I try not to spend too much on things that aren't essential. I enjoy saving money."



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Grammar

When two verbs are used together, the second verb will take either the infinitive or the -ing form. Which one it will be depends on the first verb. There are such:

I want to buy my own car one day

- Use "to infinitive" after: aim, arrange, attempt, can't afford, decide, expect, hope, intend, manage, offer, plan, refuse, seem, tend, try, want, would like

This helps me to buy the big things I want.

- Use "object + to infinitive" after: advise, allow, encourage, force, remind, teach, help, urge, warn, fancy

I enjoy saving money.

- Use "V-ing" after: avoid, can't help, can't stand, don't mind, enjoy, fancy, finish, imagine, keep, miss, stop, waste time

They always say that I should have fun while I'm young.

- Use "infinitive without to" after: can, could, might, should, would

My parents let me spend as much as I need.

- Use "object + infinitive without to" after: make, let

!! If you need to use the second verb in the negative form, just add "not" before the infinitive or ing-form:

- I try *not* to spend too much.
- I suggest *not* spending too much today.

Task 1

Choose the correct alternative.

1. I plan to save / save / saving 20% of my income every month.
2. Experts recommend to keep / keep / keeping track of your expenses regularly.
3. He enjoys to save / save / saving money.
4. She advised her friend to start / start / starting an emergency fund.
5. My parents help to manage / me to manage / me managing my finances.
6. He tries not to spend / not spend / don't spend more than he earns each month.

Task 2

Put the verb in brackets in the correct form.

1. We can't afford _____ a new car right now. (buy)
2. He decided _____ his expenses. (reduce)
3. I expect _____ more money by the end of the year. (save)
4. I hope _____ enough money to buy a new phone. (make)
5. She misses _____ an allowance from her parents. Now she has to make her own money. (get)
6. I don't mind _____ aside a little money every month. (set)
7. Their budget allows them _____ more than 30% on their "wants". (spend)
8. Schools should teach kids _____ their finances. (manage)

Task 3

Answer these questions with your partner. Try to use the verb patterns in your answers.

- What are some things you can't afford to buy right now, and do you plan to save for them?
- How do you decide to spend your allowance or money from a part-time job?
- What are some financial goals you hope to reach?
- How can teachers or parents teach teenagers to handle money responsibly?
- What financial skills do you think you could teach your friends?
- Do your parents allow you to spend money as you wish, or do they have strict rules?
- What are some things that you don't mind saving money on?

ВІДПОВІДІ ДО ЗАВДАНЬ:

Впр.1: 1) to save 2) keeping 3) saving 4) to start 5) me to manage 6) not to spend

Впр.2: 1) to buy; 2) to reduce; 3) to save; 4) to make; 5) getting; 6) setting; 7) to spend; 8) to manage

LESSON 3. YOUR FINANCIAL PLAN

Важливо:

Спланувати свій бюджет та фінансові цілі.

Зібрати ідеї, як підлітки можуть заробити гроші.



This lesson is based on the video we watched earlier. In case you want to refresh your memory on what a budget is, watch it again.

Task 1

Let's make a budget. Follow these steps:

Step 1: Figure out your monthly income. If you make money in a couple different ways, be sure to add it all together.

For example:

your allowance + the money that you make from tutoring + plus the Christmas gift from your aunt = your total.

My monthly total: _____

**If you don't have any personal money yet, you can skip this step and go straight to step 3, where you'll analyze your needs and wants for your future budget.*

Step 2: Divide your income into percentages following the "50-30-20" rule.



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50% on needs: _____HRN
30% on wants: _____HRN
20% to set aside: _____HRN

Step 3: Make a list of your want and needs:

NEEDS		WANTS	
Name of the expense	Cost	Name of the expense	Cost
Total:		Total:	

Step 4: See if you need to make any changes to match your budget in Step 2, like move something from needs to wants, remove or add some expenses.

Task 2

Let's set a goal first. Answer the following questions with your partner:

1. What do you want to save for? This can be an expensive purchase, education, or just emergency money.
2. How much money do you need for this goal?
3. When do you want to achieve your goal?

Remember, that it's good to have ambitious goals, and at the same time our goals should be realistic. So if you can only save 100 hryvnia a month, and your goal costs 3000, then you should either be realistic about the timing.

My financial goal: _____

Task 3

Let's brainstorm the ways in which you can make money and increase your budget.

A. With your partner, make a list of income sources and part-time jobs typical for people your age.

**Remember that in Ukraine, underaged people can only work part-time, during the day, with permission from their legal guardian, and in jobs that are not dangerous or bad for health.*

- *work as a shop assistant during summer holidays*
- *work as an SMM manager*
- *help your parents at work for an hourly pay*

B. Which of these ways to make money could work for you?

LESSON 4. STEREOTYPES

Важливо:

Прочитати про види стереотипів.

Вивчити лексику з теми.

Висловити свою думку з теми.

Vocabulary

perception — сприйняття

make an assumption — робити поспішне припущення

vote — голосувати

prejudice — упередження

harm — шкода; завдати шкоди

discriminate against — дискримінувати

deal with challenges — стикатися з викликами

entitled — такий/така, що вважає, що йому/їй всі винні

incapable of — нездатний до

be taken seriously — бути сприйнятим серйозно

oversimplified — занадто спрощений



Remember, what Alison said about her spending habits?



Task 1

Read the definition and give 3-5 examples of stereotypes that you know.

Stereotype: a popular but fixed and oversimplified image or idea of type of person or thing.

e.g. People from France are arrogant.
Girls are bad at math.

Task 2

Read about some of the types of stereotypes and say whether the statements below are **True** or **False**.

GENDER STEREOTYPES

A gender stereotype is an oversimplified perception of someone based on their gender or sex. This involves making assumptions about what a man or woman can and can't (or should and shouldn't) do.

Gender stereotypes have been shaping social norms for a long time. Up until the early 20th century, many women were not allowed to vote or participate in many professions due to limiting beliefs about their ability to participate in public life.

Today, gender prejudices continue to harm both men and women. Often, women can't get a job because of fears they might quit to have a baby, or patients think that a female doctor is a nurse due to the workplace stereotypes.

Many men are also often discriminated against if they choose to go into feminized professions like nursing and teaching, or if they express emotion openly.

SOCIAL-CLASS STEREOTYPES

Social-class stereotypes are simplified and often wrong ideas about people based on their economic status or social class. For example, there's a common stereotype that people from lower socioeconomic backgrounds are lazy or unintelligent, ignoring the challenges they deal with. On the other hand, wealthier people may be stereotyped as snobbish or entitled, which ignores the fact that there are different people within this group. These stereotypes influence how individuals are viewed in various contexts, from employment opportunities to social interactions.

AGE STEREOTYPES

Age-based stereotypes can include seeing an older person as unable to understand modern culture or assuming they are incapable of performing physical tasks.

Similarly, younger adults in their late teens or early twenties often face disrespect because they're seen as naive, inexperienced, or incompetent. These attitudes can make it harder for them to be taken seriously at work or when they talk about important social issues.

1. Gender stereotypes only harm women.
2. Nowadays, women aren't discriminated against.
3. Men may face discrimination if they choose to do sports.
4. Wealthier individuals are commonly stereotyped as generous and kind.
5. Younger adults are usually taken seriously in discussions about important social issues.



You can read about other types of stereotypes here:



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Task 3

Discuss in pairs or groups.

- What are some of the positive and negative stereotypes about your culture, gender or race?
- Do you think it's important to try and get rid of stereotypes in your thinking?
- How can stereotypes be harmful? What are the potential consequences of believing in stereotypes, both for individuals and for society as a whole?
- How do television programs, films, magazines, books encourage stereotypes?
- Have you ever been personally affected by a stereotype? How did it impact you, and how did you respond?
- How can education help to reduce the influence of stereotypes in society?
- What can we do to challenge and get rid of stereotypes?
- Do you think society will ever get rid of all the stereotypes?

ВІДПОВІДІ ДО ЗАВДАНЬ:

Впр.1: В цій вправі немає правильних відповідей, діти діляться своїми думками. Приклади стереотипів: All Asians are good at maths. Poor people are lazy and unmotivated. Older people are technologically incompetent.

Впр.2: 1. False: They harm both men and women. 2. False: women might have worse job opportunities because of the stereotypes. 3. False: Men may face discrimination if they choose traditionally "female" professions, like teaching or nursing. 4. False: Wealthier people may be stereotyped as snobbish or entitled. 5. False: they are often not taken seriously.

LESSON 5. REVISION OF PRESENT AND PAST TENSES

Важливо:

Знати правила використання часів теперішнього і минулого.

Порівняти часи, що часто плутають.

Уміти застосувати часи теперішнього і минулого.

Task 1

Complete the rule with the examples from the previous lesson.

- a. Gender stereotypes **have been shaping** social norms for a long time.
- b. Today, gender prejudices **continue** to harm both men and women.
- c. Up until the 20th century, women **couldn't** vote.
- d. **Have** stereotypes ever **affected** you?

Present Simple

- V(s); do/does

Always true, repeated action in the present



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Present Continuous

- am/is/are Ving

Society is slowly breaking down the old stereotypes.

Ongoing action at this moment, around now; future arrangement

Present Perfect

- have/has V3

Past actions that have a result in the present; experiences.

Present Perfect Continuous

- have/has been Ving

Ongoing actions or states that started in the past and continue up to the present; focus on duration.

Past Simple

- V2; did

Actions in the past, completed time period

Past Continuous

- was/were Ving

They were strengthening gender stereotypes during the 1950s.

Ongoing or interrupted actions in the past.

Past Perfect

had V3

By the time he retired, he had already challenged numerous stereotypes in the corporate world.

Completed actions before a specific point in the past, cause and effect in the past

Past Perfect Continuous

- had been Ving

She had been advocating for disability rights for years before she was recognized.

Ongoing actions or states that started in the past and continued up to a certain point in the past

Task 2

Underline the correct verb forms.

Present Simple vs. Present Continuous

1. I *read* / *'m reading* a really great book now. It's about London in the 70's.
2. I don't *read* / *'m not reading* much, to be honest, I don't find it exciting.
3. We *meet* / *'re meeting* on Friday in that new pizza place.

Present Continuous vs. Present Perfect Continuous

1. (on the phone) I *'m waiting* / *'ve been waiting* for you for half an hour already, where are you?
2. (on the phone) A: What are you doing? B: I'm in a cafe, I *'m waiting* / *'ve been waiting* for a friend.

Present Perfect vs. Present Perfect Continuous

1. I *'ve written* / *'ve been writing* this essay all day, I'm so tired!
2. I *'ve written* / *'ve been writing* 3 essays this month.
3. I *'ve had* / *'ve been having* breakfast together every Saturday this year. It's our little tradition now.



Past Simple vs. Past Continuous

1. What did you *do* / *were* you doing when they called?
2. I didn't *watch* / *weren't* watching TV last night, I just fell / was falling asleep immediately.

Past Simple vs. Present Perfect

1. *Did* you ever try / *Have* you ever tried surfing?
2. I *tried* / *have tried* surfing last summer.
3. *Did* you try / *have* you tried surfing while you were in Portugal?

Past Simple vs. Past Perfect

1. In the 1980s, my parents *lived* / *had lived* in the USA.
2. By the 1980s, my parents *lived* / *had lived* in 3 countries.
3. I was *never* / *had never* been abroad before I went to college in the USA.

Task 3

A. Put the verbs in the brackets into the correct forms.

1. What _____ (be) some common stereotypes about different professions in the past?
2. How _____ stereotypes _____ (influence) social interactions in your grandparents' generation?
3. While you _____ (grow up), how were stereotypes about different groups discussed or addressed in your community?
4. How _____ stereotypes about gender roles _____ (change) over the past few decades?
5. What _____ governments _____ (do) right now to educate people about the harmful effects of stereotypes?
6. How _____ stereotypes _____ (impact) people's daily lives in the present?

B. Discuss the question with your partner.

ВІДПОВІДІ ДО ЗАВДАНЬ:

Впр.1: Present Simple – b; Present Perfect – d; Present Perfect Continuous – a;
Past Simple – c.

Впр.2: 1) 'm reading; 2) don't read; 3) 're meeting; 4) 've been waiting; 5) 'm waiting;
6) 've been writing; 7) 've written; 8) 've been having; 9) were you doing; 10) didn't watch, fell;
11) Have you ever tried; 12) tried; 13) Did you try; 14) lived; 15) had lived;
16) had never been

Впр.3: 1) were; 2) did, influence; 3) were growing up; 4) have, changed; 5) are, doing;
6) do, impact

LESSON 6. BREAKING STEREOTYPES

Важливо:

Говорити про стереотипи.

Навести контраргументи до поширених стереотипів.

Проаналізувати, як стереотипи впливають на наше життя.

Придумати шляхи подолання поширених стереотипів.

Vocabulary

perception — сприйняття

make an assumption — робити поспішне припущення

vote — голосувати

prejudice — упередження

harm — шкода; завдати шкоди

discriminate against — дискримінувати

deal with challenges — стикатися з викликами

entitled — такий/така, що вважає, що йому/їй всі винні

incapable of — нездатний до

be taken seriously — бути сприйнятим серйозно

Task 1

Look at the common stereotypes and answer the questions.

- Teenagers are always on their phones.
- Girls are not good at maths.
- Older people can't use technology.
- Men don't express their emotions.
- All artists are disorganized.
- Teenagers are lazy and entitled.
- All girls should know how to cook.
- All boys should be strong and play sports.
- People with tattoos are unprofessional.
- People who play video games are antisocial.
- Teenagers don't care about their future.

1. Have you heard all of these stereotypes?
2. Do you agree with any of them? Why?
3. Have you or someone you know ever experienced these stereotypes being used against them? How did you or this person feel? How did you or they react to the situation? What were the immediate and long-term consequences of this experience?
4. Can you provide at least one argument or example that proves each of these stereotypes to be false?
5. e.g. Teenagers are always on their phones. → "Teenagers spend a lot of time doing other things, too. For example, my friend really loves reading, and my classmates do sports. And even when we are on our smartphones, we can study something or communicate with friends, so it's not all just social media and games."

Task 2

Complete the table with your ideas.

A couple of examples have been written for you, but feel free to add more in the same sections.

STEREOTYPES	WHAT ARE THE POTENTIAL NEGATIVE CONSEQUENCES OF THESE STEREOTYPES ON INDIVIDUALS AND SOCIETY?	THINK OF THE PRACTICAL WAYS TO CHALLENGE THESE STEREOTYPES: SOMETHING THAT YOU AND YOUR FRIENDS CAN DO, OR SOMETHING THAT SOCIETY SHOULD CHANGE.
Age: Teenagers don't care about their future. Older people can't use technology.	Teenagers can feel they are not respected, which can make them doubt themselves, which can lead to their low motivation. ...	Teenagers can feel they are not respected, which can make them doubt themselves, which can lead to their low motivation. ...
Gender: All girls should know how to cook. All boys should be strong and play sports.		<ul style="list-style-type: none">• All boys in our class will learn how to cook a complicated dish, and all the girls will learn the football rules.• Schools shouldn't have lessons for boys or girls only.
Social-class: Poor people are lazy. Rich kids are entitled.		
Appearance: People with tattoos are unprofessional. People wearing smart clothes are professional.		

Task 3

Share your ideas to your partner. If you like some of your partner's thoughts, add them to your table.

LESSON 7. WHY SITTING IS BAD FOR YOU

Важливо:

Вивчити лексику з теми "тіло людини".

Обговорити тему "Чому сидіти шкідливо".

Task 1

Label the body parts with the words from the box.

Vocabulary

muscles — м'язи

nerve cells — нервові клітини

bones — кістки

joints and ligaments — суглоби і зв'язки

spine / backbone — хребет

lungs — легені

veins and arteries — вени і артерії

kidneys — нирки

liver — печінка

limbs — кінцівки



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for brief periods — на короткі проміжки часу
sedentary lifestyle — сидячий (малорухливий) спосіб життя
slumped shoulders — зсутулені плечі
curved back — зігнута спина
numbness — оніміння
swell — набрякнути



Scan the QR code, listen to the pronunciation of the words and repeat.



Task 2

A. Is our body designed for sitting? Watch the video and find out.

B. Watch the video again and decide whether the statements are True or False.



- Sitting for brief periods can help us recover from stress or exercise.
- The human body is not designed for movement.
- Sitting for long periods causes numbness in our limbs.
- Sitting with slumped shoulders and curved back allows us to breathe better.
- Sitting for long periods improves our concentration.
- A sedentary lifestyle is linked to various health issues.
- The author encourages the viewer to stand up and stretch.
- M: Great! Let's talk about you now!

Task 3

Discuss with your partner.

- How much do you normally sit every day? How much do you move?
- Do you tend to sit with slumped shoulders and curved back, or do you usually sit with a straight spine?
- Do you think people are aware of the negative effects of sitting for long periods? Had you known about them before you watched the video?
- Have you noticed any physical changes in your body because of sitting?
- Are you going to try and move more after watching this video? What exactly would you like to start doing?
- How can someone add more motion into their daily routines to prevent the negative effects of sitting?
- In what ways can schools and workplaces promote movement and reduce the risks associated with a sedentary lifestyle?

ВІДПОВІДІ ДО ЗАВДАНЬ:

Впр.2b: 1. True; 2. False: The human body IS designed for movement. Inside us are over 360 joints, and over 700 skeletal muscles, our skin is elastic: all this makes motion very easy and smooth. All systems in our body benefit from movement;
3. True; 4. False: Sitting with slumped shoulders and curved back makes breathing more difficult, because lungs have less space; 5. False: Sitting for long periods makes our concentration worse, as less blood and oxygen gets to the brain; 6. True; 7. True.

LESSON 8. PASSIVE VOICE

Важливо:

Знати правила пасивного стану.

Task 1

Read the examples and the rule, then complete the formula of the Passive Voice at the end.

"Our body isn't built for a sedentary lifestyle."

"You can see the evidence of that in the way the body is structured."

"Joints, muscles, and ligaments are attached to the bones."

Grammar

When we don't know, or don't want/need to say who exactly does the action, we use Passive Voice.

Somebody (???) doesn't build our body for a sedentary lifestyle.

→ Our body isn't built for a sedentary lifestyle.

Somebody (???) attaches joints, muscles, and ligaments to the bones.

→ Joints, muscles, and ligaments are attached to the bones.

We put the Object at the beginning of the sentence,

Somebody doesn't build **our body** ... → **Our body** isn't built ...

Somebody attaches **joints** ... → **Joints** are attached.

and put the verb into a Passive form: isn't built, are attached.

Can you complete the formula?

be + ____

Task 2

Look at the examples of common expressions in Present Simple Passive.

What or who they might be said about?

e.g. is made in China → About a mobile phone, or another device.

I'm not made of stone → Someone might use this phrase to say that they have feelings and emotions.

1. _____ is made in China.
2. I'm not made of stone.
3. _____ is known for its quality.
4. _____ is required by law.
5. _____ is used by professionals.
6. _____ isn't designed for children.
7. _____ is produced in the USA.

In the formula "be+V3", "V3" always is constant no matter the tense, while the form of "be" will always change according to the tense. Here are some common forms.

Tense	Form of "be"	Example
Present Simple	am/is/are	It is made in China.
Present Continuous	am/is/are being	My car is being repaired , so I'm cycling to work this week.
Present Perfect	have/has been	This dress has been worn only a couple of times, so it's practically new.
Past Simple	was/were	The internet was invented by Tim Berners-Lee in the late 1960s.
Future Simple	will be	The collected data will be used as a basis for the research study.
"going to"	be	The film is going to be released in cinemas next week.
with modal verbs	be	The task can be completed within an hour. The health check-up has to be scheduled regularly.

Task 3

Put the words into the correct order to make sentences.

1. the wound / be / has to / cleaned.
2. shouldn't / dogs / allowed / in the office / be.
3. Steve Jobs and Steve Wozniak / "Apple Computer, Inc." / by / founded / was.
4. it / law / is / required / by.
5. this decision / finalized yet / hasn't / been.
6. is / redecorated / my flat / being / at the moment.
7. sold / worldwide / this product / going to / be / is.
8. are / most Toyota cars / in Japan / manufactured.

ВІДПОВІДІ ДО ЗАВДАНЬ:

Впр.1: be + V3 (V3 = правильне дієслово із закінченням "ed", або неправильне з третьої колонки)

Впр.2: У дітей можуть бути будь-які відповіді. Тут наведені деякі приклади:

3) is known for its quality – German cars; 4) is required by law – having an ID; 5) is used by professionals – expensive software; 6) isn't designed for children – a puzzle of 10 000 pieces; 7) is produced in the USA – Tesla cars

Впр.3: The wound has to be cleaned.

Dogs shouldn't be allowed in the office.

"Apple Computer, Inc." was founded by Steve Jobs and Steve Wozniak.

It is required by law.

This decision hasn't been finalized yet.

My flat is being redecorated at the moment.

This product is going to be sold worldwide.

Most Toyota cars are manufactured in Japan.

LESSON 9. HUMAN BODY QUIZ

Важливо:

Згадати лексику з теми “Тіло людини”.

Прочитати цікаві факти про тіло людини.

Task 1

Do you know any interesting facts about the human body? Share them with the class.

Task 2

A. Work in pairs. Decide whether the facts below are True or False. Explain your choice.

1. The liver is the largest internal organ in the human body.
2. The human body has more than 600 muscles.
3. There are 206 bones in an adult human body and 300 bones in an infant's body.
4. Most of the dust in your home is made of human skin.
5. No one can lick their elbow.
6. Your tongue has different areas that are more sensitive to different flavours.
7. Your body is made up of more bacteria cells than human cells.
8. Shaving makes hair grow back thicker.
9. Humans use only 10% of their brains.
10. The brain is the fattiest organ in the human body.
11. Human fingerprints are completely unique to each individual.
12. Cracking your knuckles* can cause arthritis later in life.

*to crack knuckles — тріщати суглобами пальців

B. Turn your worksheet upside down and read the correct answers.

How many did you know?

1. True. The liver is the largest internal organ, playing a crucial role in metabolism, detoxification, and production of biochemicals necessary for digestion.
2. True. The human body contains over 600 muscles, which are responsible for movement, posture, and various bodily functions.
3. True. Some bones in the infant's head have not yet joined together and so the infant has more bones than a fully formed adult.
4. False (although you can find this "fact" in a lot of places). Dust is made up of lots of different things including animal hair or skin, insect waste, and dirt.
5. True, but be honest. You just tried to, right?
6. False. This is a common myth taught in primary schools and it is the result of a mistranslated scientific paper, from German to English.
7. True, for each human cell in your body there are about ten bacteria cells.
8. False. Shaving hair does not affect its thickness or rate of growth. It may appear thicker when it grows back because the blunt end of the hair shaft is thicker than the tapered end of unshaved hair, but this is only a visual effect.
9. False. This is a common myth. While certain areas of the brain may be more active at specific times, modern brain imaging techniques show that we use virtually all parts of our brain at different times, even during sleep.
10. True. The brain is composed of about 60% fat, making it the fattiest organ in the body.
11. True. Fingerprints are formed during fetal development and remain unchanged throughout a person's life, making each person's fingerprints unique.
12. False. Cracking your knuckles does not cause arthritis. The sound you hear is caused by gas bubbles bursting within the synovial fluid, which lubricates the joints. It does not harm your joints or lead to arthritis.

Task 3

Discuss with the class:

Which of the facts had you already known?

Which facts were new?

Which facts are the most surprising?

LESSON 10. HOW TO SPOT FAKE NEWS

Важливо:

Дізнатися про способи виявляти фейкові новини.

Вивчити лексику з теми.

Vocabulary

spot fake news — виявити неправдиві новини

URL — веб-адреса

source — джерело

figure out whether or not the source is trustworthy — з'ясувати, чи цьому джерелу можна довіряти

meet the standards of quality journalism — відповідати стандартам якісної журналістики

headline — заголовок

What exactly did it say? — що саме там було сказано?

come across — натрапити

verify — перевірити



Scan the QR code, listen to the pronunciation of the words and repeat.



Task 1

Watch a video called "5 Ways to Spot Fake News". Tick the things the speaker mentioned in the video.

1. Check whether the website is trustworthy
2. Read the full article to understand the context
3. Look for the same piece of news on other resources
4. Make sure the title sounds neutral
5. Find out who wrote it
6. Check if pictures are original
7. Verify the sources: experts, studies, research
8. Analyze the comment section
9. M: Did you know this?



Task 2

Watch the video one more time and then answer the questions with your partner.

- a. What can we do to check whether a news source is trustworthy?
- b. Why are emotional headlines a bad thing?
- c. What information about the author should we look for?
- d. How do rumors spread, and how can we stop that?
- e. How can we check whether the photo is original?



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Task 3

Complete the sentences with the words from the box.

spot / whether / verified / across / standards / exactly

- a. Ultimately, the best way to understand _____ or not a site is trustworthy is to actually read the content on the site and to see if it meets the _____ of quality journalism.
- b. If I read something that says, "Scientists say that chocolate cake makes you smarter," ... well, what scientists? And what _____ did they say?
- c. One of the ways in which rumors spread is that a lot of people keep repeating the same information, but nobody has _____ it.
- d. I came _____ a very similar photograph in a different article several months ago.
- e. If you _____ anything suspicious in a piece of news, make sure you fact-check it before sharing.

LESSON 11. REPORTED SPEECH

Важливо:

Запам'ятати правила непрямої мови.

Переказувати чужі вислови за допомогою непрямої мови.

Task 1

Look at the comic and complete the rule.



We conducted
a research

Chocolate
makes you
smarter

Sales of chocolate
cakes will rise soon

Scientists said they had conducted
a research and had found out that
chocolate cakes made you smarter.
Also they said that the sales
of chocolate cakes would rise.



Direct speech	Reported speech
Present Simple Scientists: "Chocolate makes you smarter."	<u>__Past Simple__</u> They said chocolate made you smarter.
Present Continuous Scientists: "We are working on this problem."	Past Continuous Scientists said they _____ on this problem.
Present Perfect Scientists: "We've made a ground-breaking discovery."	Past Perfect Scientists said they _____ a ground-breaking discovery.
Past Simple Scientists: "We conducted research"	_____ They said they had conducted research.
Past Continuous Scientists: "We were working in the lab all day yesterday"	Past Perfect Continuous Scientists said they _____ in the lab all day.
Will Scientists: "Sales of chocolate cakes will rise."	_____ Scientists said that sales of chocolate cakes would rise.
today yesterday _____ now next last _____	that day the day before the following day then the following the previous there

!! These rules only apply if the reporting verb is in a Past Tense, e.g. he said, they told us, they found out, etc. If the reporting verb is in the present or future tense, then use the same tenses as in the direct speech. e.g Scientists believe that chocolate cakes make you smarter.

Task 2

Find and correct mistakes in the reported speech.

1. Journalist: "I will interview the scientist tomorrow."
→ The journalist said that he interviews the scientist the next day.
2. Researcher: "We have discovered a new species of bees."
→ The researchers announced that they discovered a new species of bees.
3. Scientist: "This experiment proves our theory."
→ The scientist explained that the experiment had proved their theory.



4. Editor: "This news article is based on false information."
→ The editor remarked that the news article based on false information.
5. Scientist: "Our findings will revolutionize medicine!"
→ She announced that their findings will revolutionize medicine"
6. Reporter: "I can't believe it is true!"
→ The reporter exclaimed that she couldn't believe it is true.

Task 3

A. Exchange your books with your partner. Write in the speech bubbles what the scientist said.

B. Take your book again. Read what the scientist said and convert it into reported speech for the journalist.
See ex.1 for reference.



ВІДПОВІДІ ДО ЗАВДАНЬ:

Впр.1: Past Simple; were working; had moved; Past Perfect; had been working; would; tomorrow; here

Впр.2: 1. interviews → would interview; 2. discovered → had discovered; 3. had proved → proved;
4. based → was based; 5. will revolutionize → would revolutionize;
6. it is true → it was true.

LESSON 12. CAN YOU SPOT FAKE NEWS?

Важливо:

Згадати лексику з теми 10-го уроку.

Проаналізувати заголовки новин і визначити, чи ці новини правдиві.

Task 1

All the news in the pictures is fake. Can you figure out what is wrong with each one?

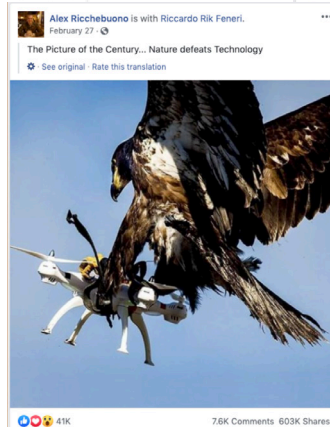
1.



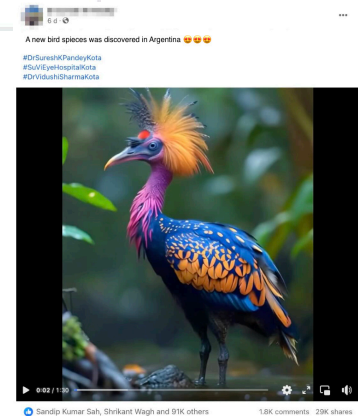
2.



3.



4.



Task 2

A. Remember we watched the video "5 ways to spot fake news"? Discuss in pairs which of the ways to spot fake news mentioned in the video do you think are the most effective? Why?

- Check the sources: experts, studies, research.
- Check where information is coming from..
- Make sure a title is not too emotional.
- Find information about the author.
- Check if pictures are original.

B. Can you think of more ways to fact-check?

Task 3

Take "The Fact or Fake News Quiz". Work in pairs and brainstorm together before answering. If there are some unknown words in the quiz feel free to translate them.



LESSON 13. SUSTAINABLE LIVING

Важливо:

Вивчити лексику з теми “екологічний спосіб життя”.

Висловити свою думку та поділитись власним досвідом на тему “екологічний спосіб життя”.

Vocabulary

overconsumption — надмірне споживання

take care of — подбати про

reduce the use of plastic — зменшити використання пластику

non-renewable resources — невідновлювані ресурси

eco-friendly products — екологічно чисті продукти

in the long run — в довгостроковій перспективі

thrift store — благодійний магазин, що продає вживані речі

locally grown food — продукти, що були вирощені неподалік

contaminated water — забруднена вода

end up in the landfill — потрапляють на звалище

disposable — одноразовий

reusable — багаторазовий



Scan the QR code, listen to the pronunciation of the words and repeat.



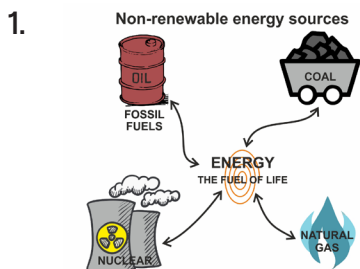
Task 1

Watch the video and find out the meaning of the term “Sustainable living”.



Task 2

Label the pictures with the phrases from the Vocabulary section.



1. _____
2. _____
3. _____
4. _____
5. _____



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6. _____
7. _____



Task 3

A. Complete the sentences with the missing words. Use the Vocabulary section for help.

1. _____ isn't such a big problem. We can recycle all the waste we've produced.
2. I try to _____ the amount of plastic I use because I want to live more sustainably.
3. Shopping at _____ stores isn't cool, so I would never do it.
4. Reusable products will never replace the _____ ones because they're very inconvenient.
5. I always look for eco-_____ products, but it isn't that easy.
6. Buying locally _____ food is not only good for the environment but also saves you money.
7. We should stop using _____ resources, like oil and gas, before it's too late.
8. Everyone can do little things to help. For example, you can plant a little garden next to your house and _____ of it.

B. Discuss the statements with your partner: agree, disagree, share your experience.

ВІДПОВІДІ ДО ЗАВДАНЬ:

Впр. 2: 1) non-renewable resources; 2) end up in the landfill; 3) overconsumption; 4) disposable; 5) contaminated water; 6) locally grown food; 7) eco-friendly products.

У дітей можуть бути інші відповіді – кожен побачить щось своє на картинці.

Головне, щоби вони використали слова уроку.

Впр. 3: 1) overconsumption; 2) reduce; 3) thrift; 4) disposable; 5) friendly; 6) grown; 7) non-renewable; 8) take care;

LESSON 14. FIRST CONDITIONAL

Важливо:

Знати правила використання умовних речень першого типу.

Створити свої речення з використанням граматики уроку.



If people stop buying so much cheap clothes, less waste will end up in the landfill.

Unless we all start living more sustainably, people after us might not see the Earth as we know it today.

I will use my reusable mug in case I want to get a coffee to go later.

Task 1

Read examples in the speech bubbles and complete the rules.

Grammar

Are they about the past, present, or future? future

Each sentence in the example consists of two parts: **condition** and **result**. Can you find and underline the condition with one line and the result with two lines?

Do we use "if" at the start of the condition or the result? _____

What other words can be used instead of "if"? _____

Can condition and result switch places, or do they always go in the same order?

What verb forms do we use in 1st Conditional? Complete the formula:

condition	result
if _____	_____ + V

!! It's common to use other modal words instead of "will" in the "result" part, like should, might or can:

If you want to save energy, you should use LED light bulbs.

Task 2

Put the verbs in brackets in the correct forms.

1. Industry _____ (continue) to produce waste unless we have stricter rules.
2. If we _____ (stop) buying from unethical businesses, they will have to change their approaches.
3. If we clean the oceans, fewer sea creatures _____ (suffer).
4. If we switch to renewable energy sources, we _____ (reduce) our carbon footprint.
5. If communities _____ (build) more green spaces, they will improve air quality.
6. The landfills will only become bigger unless companies _____ (invest) in sustainable



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packaging.

7. If you walk or bike instead of driving, you _____ (reduce) air pollution.
8. If schools educate children about sustainability, they _____ (grow up) with better environmental habits.
9. We will install solar panels in case energy prices _____ (go) up.
10. You should bring a reusable mug in case you _____ (want) to have some tea or coffee.

Task 3

A. Complete the sentences so that they are true for you.

You will save money on energy bills if you _____.

The environment will benefit if people _____.

Our air quality will improve if we _____.

Wildlife will thrive if we _____.

If you start composting at home, you will _____.

If people choose to walk or bike instead of driving, they will _____.

If we switch to renewable energy sources, we will _____.

If you buy locally-produced goods, you will _____.

B. Compare your sentences with your partner's and see if you have any ideas in common.

ВІДПОВІДІ ДО ЗАВДАНЬ:

Впр.1:

- First Conditional is used to talk about a future possibility.
- The conditions in the examples: If people stop buying so much cheap clothes; Unless we all start living more sustainably; in case I want to get a coffee to go later.
- The results in the examples: less waste will end up in the landfill; people after us might not see the Earth; I will use my reusable mug.
- "if" is used at the beginning of the condition;
- "unless" and "in case" can be used instead of "if";
- condition and result can switch places.

Впр.2: 1) will continue 2) stop 3) will suffer 4) will reduce 5) build 6) invest
7) will reduce 8) will grow up 9) go 10) want

LESSON 15. SMALL CHANGES

Важливо:

Обговорити свій досвід еко-звичок.

Скласти перелік маленьких кроків до екологічного способу життя.

Обміняйтесь порадами щодо еко-звичок.

Task 1

Discuss with your partner.

- Do you have any sustainable habits? What are they?
- What eco-friendly habits would you like to start?



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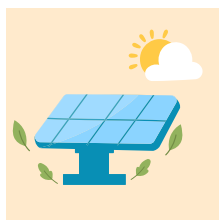
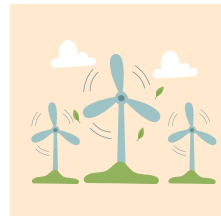


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Task 2

A. Think of what small steps we can take every day in order to live a more sustainable life. Write the sentences next to the pictures. If necessary, use the First Conditional.

e.g. If we buy more locally grown food, we can help reduce the air pollution related to transportation. That will also reduce the amount of packaging. You can still buy imported food in case you want something exotic.



B. Compare your examples with your partner's. See if you have similar ideas.

Task 3

A. Make a list of things that you're willing to introduce in your everyday life.

B. Share with your partner. Give each other recommendations.

LESSON 16. HOW TO SUCCEED IN AN ONLINE JOB INTERVIEW

Важливо:

Прочитати поради щодо онлайн співбесіди.

Вивчити лексику з теми.

Обговорити тему.

Task 1

Discuss the questions.

1. Have you ever done a job interview?
2. Do you think it's easier to do an online job interview or an offline one?
3. What do you think is important to prepare for an online job interview?
4. What can go wrong? How to avoid that?
5. Look at the titles of the tips below, but don't read the whole text yet. Can you predict what these tips will be about?

Task 2

Read the article and answer the questions.

1. Which of the tips in the article do you find the most useful? Why?
2. Which tips do you think aren't very good? Why?
3. Can you think of more tips for online interviews?

How to excel in an online job interview

KNOW WHERE YOU HAVE TO BE AND WHEN

Is the interview on Zoom, or Microsoft Teams, or Google Hangouts or some other platform? Are you sure of the time (and time zone)? As soon as you get the invitation, double check the details – arriving a day early or late is hard to recover from. Log on early, but not too early – two or three minutes is fine.

PRACTISE USING THE TECHNOLOGY

Download the software well in advance and familiarise yourself with the online meeting place, as well as your device – for added security, consider downloading it on to a second device, such as your phone, and practise using it on there too, in case your computer fails at a crucial moment. Make sure that your user name comes up correctly, it should be your full name. Check your camera and microphone. If you plan to show slides or share your screen, make sure you know how to do it (and that there's nothing embarrassing on your desktop screen).

SEE HOW YOU COME ACROSS

Eye contact is especially important. The mistake people make is talking to the face on screen and what you should do is talk to the camera. It does need a bit of practice. So it's a good idea to practise with a friend and, if you can, record the call and look at it afterwards. Do you need to move less or look into the camera more? Eye contact really matters through the screen and does create an impression of direct communication.

PREPARE YOUR INTERVIEW AREA

If you don't have a spare room or office, find a quiet corner at home and think about styling it for your interview. You want a clear, simple background that says something about you. Push junk out of sight, maybe put a picture on the wall behind, or a tidy bookcase. Turn your phone off and don't be tempted by leaving snacks within reach. Don't have anyone else in the room.

STICK PROMPTS NEARBY

One of the benefits of an online interview is that you can have a huge sign on the opposite wall reading "YOU CAN DO THIS!". Or stick a note to the side of your screen. A smiley face will remind you to smile more, as will a note saying "Slow and clear" to remind you to slow down. If there's anything you particularly wanted to mention, have that written there. It's fine to jot down a few notes, but not too much because you still want to maintain eye contact.

Task 3

A. Match the highlighted words in the text with their translations.

Vocabulary

- _____ — заздалегідь
- _____ — створювати враження
- _____ — вигода, перевага
- _____ — занотовувати
- _____ — підтримувати зоровий контакт
- _____ — перевірити напевно, перевірити двічі
- _____ — дуже важливий, вирішальний
- _____ — не піддавайтеся спокусі

B. Answer the questions with your partner.

1. Do you usually double check things, or are you more relaxed?
2. Do you usually do things in advance or at the last moment?
3. What do you think is absolutely crucial when you're at a job interview?
4. Is it easier for you to maintain eye contact in offline or online meetings?
Why do you think that?
5. What are the benefits of doing an interview online?

ВІДПОВІДІ ДО ЗАВДАНЬ:

Впр.3а: in advance – заздалегідь; create an impression – створювати враження; benefit – вигода, перевага; jot down – занотовувати;
maintain eye contact – підтримувати зоровий контакт;
double check – перевірити напевно, перевірити двічі; crucial – дуже важливий, вирішальний;
don't be tempted – не піддавайтеся спокусі

LESSON 17. FUTURE TIME CLAUSE

Важливо:

Запам'ятати правило використання підрядного речення зі сполучниками майбутнього часу.
Створити свої приклади таких речень в контексті співбесід.

Task 1

Analyze the sentences and the grammar, and try to summarize the rule in your own words.

- **As soon as** you get the invitation, double check the details.
- I won't stop preparing **until** I feel confident in my answers.
- **After** I prepare my resume, I will practice common interview questions.
- **While** I wait for the interview to start, I will review my notes one last time.
- I will celebrate **when** I get the job offer.

Grammar: Future time clause

Even though we're talking about the future, we can only use Present tenses in the future time clause after such words:

as soon as, until, before, after, while, and when.

As soon as you get the invitation,
until I feel confident in my answers.

Use Future or Imperative in the main clause.

double check the details.
I won't stop preparing.

* It's very similar to the 1st Conditional, only there we use "if", "unless, and "in case".

Task 2

Underline the correct alternative.

1. Please, call us when you arrive / will arrive.
2. I'll be ready as soon as you are / will be.
3. I don't know when the party start / starts.
4. He will wait for you until you be back / are back.
5. Don't worry! I watch / 'll watch your things while you're swimming.
6. When you read / will read this email, I am / will be on a plane to Germany.
7. Before dad arrives / will arrive home, I finish / will finish this essay.
8. After Jane leaves / will leave home, she meets / 'll meet her friends.

Task 3

Complete the sentences with your own ideas.

1. I will double check _____ when I _____
2. As soon as I finish the interview, I will _____
3. I will _____ in advance before I _____
4. I want to create a good first impression, so I'll _____,
while I _____
5. When I start working here, I will _____
6. After I complete the initial training, I will _____
7. While I adapt to the new role, I will _____
8. I will jot down _____ as soon as _____

ВІДПОВІДІ ДО ЗАВДАНЬ:

Впр.2: 1) arrive; 2) are; 3) starts; 4) are back; 5) 'll watch; 6) read, will be;
7) arrives, will finish; 8) leaves, 'll meet

LESSON 18. ANSWERING COMMON JOB INTERVIEW QUESTIONS

Важливо:

Прочитати статтю з порадами щодо поширених запитань на співбесіді.
Обговорити стратегії підготовки до таких запитань.
Дати свої відповіді на запитання.

Task 1

A. Look at the common job interview questions below and write your answers.

1. Can you tell me about yourself?
2. Can you tell me about the last challenge you had to overcome and what the result was?
3. What are your development areas?
4. Why are you right for this role?
5. Where do you see yourself in three years?
6. Do you have any questions for me?

B. Discuss in pairs

- Why do you think employers ask these questions? What do they want to check with these questions?
- What do you think is the correct way to answer them?
- Do you think one should answer these questions the same way in every interview? Or should the answers differ depending on the job?
- Do you think it's ok to talk about your school experience and hobbies in a job interview? Explain your opinion.
- Do you think it's important to prepare your answers in advance? Why?

Task 2

A. Read. Write down tips and ideas that you like and find useful.



B. Go back to your answers in Task 1a and improve them following the tips in the article.

Task 3

A. Work in pairs and take turns to interview each other for the jobs below. Use the questions in Task 1a.

Administrator in a Sport Center

Responsibilities:

- Welcome visitors, answer their questions, and provide information about services.
- Take care of reservations for sports facilities and classes.
- Maintain accurate records of memberships, payments, and schedules.
- Coordinate with coaches, trainers, and staff to ensure smooth operations.
- Ensure the sport center is clean, organized, and all equipment is in good condition.

Requirements:

- Organizational Skills: Ability to manage multiple tasks and keep things in order.
- Communication Skills: Clear and friendly communication with customers and staff.
- Basic Computer Skills: Use of software for booking and record-keeping.

Social Media Marketing Manager

Responsibilities:

- Create engaging posts, images, and videos for social media platforms.
- Plan and schedule posts to take care of consistent content delivery.
- React to comments and messages from followers to build a community.
- Monitor and report on social media performance using tools like Facebook Insights or Google Analytics.

Requirements:

- Creativity: Ability to come up with interesting and engaging content ideas.
- Writing Skills: Good grammar and spelling for writing posts and captions.
- Tech Savvy: Comfortable using various social media platforms and basic editing software.

B. Give each other feedback on how you did and whether you both followed the tips in the article.

LESSON 19. WHAT IF CARS COULD FLY?

Важливо:

Знати лексику з теми.

Висловити свою думку стосовно теми.

Task 1

Complete the phrases below with their second halves in the box.

deadly accidents / on a daily basis / autopilot / source / look like? / friendly / option / to / fiction / features



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Vocabulary

science _____

What would it _____

similar _____

convert _____

run _____

a viable _____

safety _____

prevent _____

eco- _____

energy _____

interact with each other _____

наукова фантастика

як би це виглядало?

схоже на

перетворити(ся) з ... на ...

працювати на автопілоті

життєздатний варіант

функції безпеки

запобігати смертельним аваріям

екологічно чистий

джерело енергії

взаємодіяти один з одним щодня



Task 2

Watch the video and check.



Task 3

Read the following opinions about flying cars. Which ideas do you agree and disagree with? Explain.

I think flying cars are a great idea. They would make commuting so much faster and easier. It would be so great if my normal car could convert to a flying one whenever I wanted it to! I mean, who wouldn't want to avoid all that traffic on the ground? Plus, it would be really cool to fly over the city like a superhero.

I'm not too sure about flying cars. I feel like it would be chaotic up there in the sky with everyone trying to navigate. Even if they could run on autopilot, it just seems like a disaster waiting to happen. I rather stick to driving on solid ground and be safe.



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I don't really know. On one hand, they seem like a cool concept and could potentially revolutionize transportation. But on the other hand, I worry about safety issues and the impact on the environment. Would they be eco-friendly? How would we prevent deadly accidents? It's a tough call for me.

Flying cars?! That's just crazy talk! We're not supposed to be flying around like birds or something. It's not natural. I mean, what if one of those things crashes into my house? No way, even if they were a viable option, count me out.

ВІДПОВІДІ ДО ЗАВДАНЬ:

Впр. 1: science fiction, what would it look like?, similar to, convert from ... to ..., run on autopilot, a viable option, safety features, prevent deadly accidents, eco-friendly, energy source, interact with each other on a daily basis

LESSON 20. SECOND CONDITIONAL

Важливо:

Розібратися в правилах використання умовних речень другого типу.

Уявити, як би працювали літаючі автомобілі, і обговорити свої ідеї за допомогою умовних речень.



Task 1

A. Look at the sentences and answer the questions below.

It would be so great if my normal car could convert to a flying one.

If we had flying cars, what would they look like?

Grammar

Are these sentences about something that exists, or something imaginary, hypothetical? _____

Are they about the past, present, or future? present

Each sentence in the example consists of two parts: condition and result. Can you find and underline the condition with one line and the result with two lines?

Do we use "if" at the start of the condition or the result? _____



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Can condition and result switch places, or do they always go in the same order?

What verb forms do we use in 2nd Conditional? Complete the formula:

condition	result
if _____	would / could _____

!! Using both condition and result in the same sentence is typical. However, it's also quite common to only use one part of the formula:

Would they be eco-friendly? (only result: would + V)

What would they look like? (only result: would + V)

What if they weren't safe? (only condition: Past Simple)

!! In the condition with "I" and "to be" we typically use "were", but in modern English "was" is also acceptable.

If I were a millionaire, ... / If I was a millionaire, ...

B. Can you now summarize the rule with your own words?

Task 2

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

1. If we _____ (have) flying cars, ...
2. What _____ they _____ (look) like?
3. _____ they _____ (be) similar to a normal car?
4. _____ they _____ (convert) from wheels to wings?
5. _____ they _____ (run) on autopilot?
6. How many people _____ they _____ (hold)?
7. What safety features _____ they _____ (need) to have?
8. How _____ you _____ (prevent) deadly accidents?
9. How _____ you _____ (keep) them eco-friendly?
10. What kind of energy source _____ they _____ (use)?
11. How _____ they _____ (change) city layouts and buildings?
12. How _____ they _____ (impact) the way we interact with each other?

B. Watch (or just listen to) the video and check your answers.

Task 3

Work in pairs. Answer the questions in Task 2.



ВІДПОВІДІ ДО ЗАВДАНЬ:

Впр.1: 2nd Conditional is used to talk about something imaginary / hypothetical in the present;

the 'conditions' in the examples: if my normal car could convert to a flying one;

If we had flying cars;

the 'results' in the examples: It would be so great; what would they look like?

"if" is used at the beginning of the condition;

condition and result can switch places.

Впр.2: 1) had; 2) would, look; 3) would, be; 4) would, convert; 5) would; run; 6) would; hold; 7) would; need; 8) would; prevent; 9) would; keep; 10) would; use; 11) would; change; 12) would; impact

LESSON 21. WHAT IF ...?

Важливо:

Запам'ятати структуру умовного речення другого типу.

Активувати лексику на різні теми.

Task 1

First, look at the sentence starters in the game. In order to play, you will need to complete the sentences with the result or condition. Work individually, read all the sentence starters and think about how you could complete them.

Task 2

Work in groups of 2-4 and play the board game.

Rules of the game:

- Place your counters on the start square.
- Take turns rolling the dice and moving your counters.
- When you land on a square containing the beginning of a second conditional sentence, complete the sentence with your own idea.
- If you land on a square with a question mark "?", make your own second conditional sentence.
- Everyone listens to each other's sentences and decides whether or not it is grammatically correct.
- If it is, the student stays on the square. If not, they go back two squares.
- If you're unsure, ask the teacher or ChatGPT.
- The first student to reach the finish wins the game.
- Remember, your sentences must be about a hypothetical present. To talk about the future or past we need different types of Conditional sentences.

If + Past Simple,
would + V



Task 3

Discuss in more detail any interesting questions or answers that you heard during the game.

LESSON 22. REFLECTING ON THE SCHOOL YEAR

Важливо:

Прочитати статтю і дізнатись про техніки рефлексії.

Ознайомитись з лексикою з теми.

Поділитись власним досвідом рефлексії.

REFLECTING ON THE SCHOOL YEAR

The end of the school year should be a time of review, reflection, and celebration. We should think about what we learned, note how we grew and changed — and consider what it all means for next year. Here are some ways you can reflect on the school year that's coming to an end. You can try all of them, or only pick one.

Journaling.

All you need is a pen and a notebook. Write down the answers to such questions:

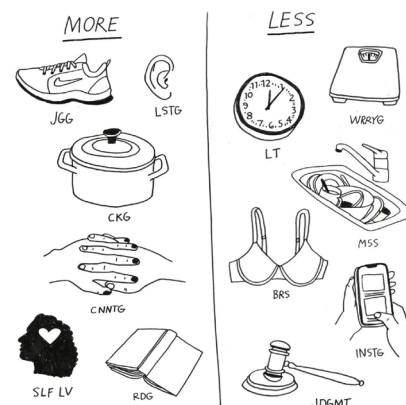
- What do you want to remember about this school year? Why?
- What surprised you?
- What challenged you?
- What successes are you most proud of?
- What could have gone better?
- What did you learn, whether in or out of school?
- How have you grown?
- How are you right now? How would you describe your emotional well-being at this moment, and why?

When you're finished, reread your work. Are there pieces you'd like to make public or share with friends? What did you learn about yourself from doing this exercise? What would be helpful to share with others?

DRAW A MORE / LESS LIST.

Grab a piece of paper and draw a line down the center to create your drawing area. On the left, write the word "More" at the top. On the right, write the word "Less." Now think of the things that you enjoyed this year (you can also imagine things that would bring you joy in the future). Once you have an idea, draw a simple icon to represent it and draw it in the More column. If you want more jogging in your life, maybe draw a sneaker. Do the same for the Less side: If you want less social media, maybe draw a phone.

These drawings don't have to be realistic or well rendered; they just have to be recognizable to you.



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Make a playlist.

What music **sums up** this year for you? Make a list and explain your choices to others via short written annotations that express what's **notable** about these songs, what they help you remember, and why they have been a **meaningful** part of this year's soundtrack.

When you're done, share it with our friend or on your social media, or simply keep it to yourself and enjoy the sound of the year.

*You can read the full article here



Task 1

Read the article and discuss the question with your partner.

- Have you ever tried the end of the year reflection? If yes, share your experience.
- Do you think it's a good exercise? Why?
- Other than at the end of the school year, when is a good time to do reflection?
- Which of the ideas in the article did you like most? Why?
- Have you tried any of the ideas in the article? Would you like to try them?

Task 2

Match the highlighted words in the article with their meanings.

Vocabulary

1. _____ — an analysis of your past experiences and actions
2. _____ — deserving attention
3. _____ — to describe or express the important facts or characteristics about something or someone
4. _____ — important or valuable
5. _____ — to think carefully about your past experiences and actions
6. _____ — make someone happy



Task 3

A. Complete the question with the words from Task 2.

1. Can you share a _____ experience you've had in the past year? How did it change or influence you?
2. If you had to create a motto that _____ your outlook on life right now, what would it be and why?
3. Who is a _____ person you admire and what qualities make them stand out to you?
4. What activities or hobbies _____ to your life, and why do you think they make you happy?
5. Why is it important to take time to _____ your actions and decisions? Can you share a moment when reflecting helped you make a better choice?

B. Discuss the questions in Task 3a.

ВІДПОВІДІ ДО ЗАВДАНЬ:

Впр.2: 1. reflection 2. notable 3. sum up 4. meaningful 5. reflect on 6. bring joy

Впр.3: 1. meaningful 2. sums up 3. notable 4. bring joy 5. reflect on

LESSON 23. GRAMMAR FOR TALKING ABOUT REGRETS

Важливо:

Опанувати структури I wish, if only, should've, could've.

Поділитись, про що шкодуєш в цьому навчальному році.

Grammar

To express regrets about past experiences you can use such structures:

should (not) / could + have + V3

I shouldn't have skipped so many lessons. Не варто було мені пропускати стільки уроків.

I could've been more attentive in the lectures. Я могла би бути уважнішою/-шим під час лекцій.

I wish / If only + Past Perfect

I wish I had read more for pleasure during the year. Шкода, що я не читав/-ла для задоволення більше протягом року.

If only the winter holidays had lasted longer. Якби тільки минулі зимові канікули тривали довше.

Task 1

Correct the mistakes.

1. I wish I taken more pictures during that meaningful experience at the summer camp.
2. If only I wrote down that quote, it perfectly sums up how I feel about friendship.
3. I shouldn't have skip the lecture on notable historical figures; it was really insightful.
4. I could spent more time with my grandparents, as their stories always bring joy to my heart.
5. I shouldve reflected on my study habits earlier; I might have better grades now.

Task 2

Complete the sentences using the words in the brackets.

e.g. I shouldn't have skipped so many lessons. (should, not, skip)

1. I _____ my science project earlier instead of waiting until the last minute. (should, start)
2. I _____ so much on my math assignments. (should, not, procrastinate)
3. I _____ the debate team and improved my public speaking skills. (could, join)
4. I _____ for help when I was struggling with chemistry. (wish, ask)
5. _____ more in class discussions, I might have understood the material better. (if only, participate)



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Task 3

A. Complete the sentences so that they are true for you.

What do you wish had been different in the past school year?

I wish I had _____

I wish I hadn't _____

If only _____

I should've _____

I shouldn't have _____

I could've _____

B. Read your sentences to your partner. Explain what you've written, give more details.

ВІДПОВІДІ ДО ЗАВДАНЬ:

Впр.1: 1) I wish I had taken more pictures...; 2) If only I had written down that quote, ...; 3) I shouldn't have **skipped** the lecture ...; 4) I could **have** spent more time with my grandparents...; 5) I **should've** reflected on my study habits earlier ...

Впр.2: 1) should've started; 2) shouldn't have procrastinated; 3) could've joined; 4) wish I had asked; 5) If only I had participated

Впр.3: 1) I wish I had taken; 2) If only I wrote ~~to had~~ written; 3) I shouldn't have **skipped**; 4) I could **have spent**; 5) I should've reflected

LESSON 24. LET'S REFLECT ON THE SCHOOL YEAR

Важливо:

Відрефлексувати курс, підвести підсумки.

Рекомендації для фасилітатора: Після третьої вправи можна всім разом зробити колаж з підсумками курсу, де діти намалюють / напишуть / вклеють вирізки або стікери, що відображають їхні досягнення, уроки, настрої, переживання в період курсу. Також такий колаж можна зробити онлайн, наприклад в Canva.

Task 1

A. If you could describe this course with one word, one drawing, and one song, what would they be?

Write and draw them here:

Word _____

Song _____

Drawing _____

B. Discuss your word, song, and drawing with your partner. Explain why you chose them.

Task 2

Write your answers to the questions below.

1. What do you want to remember about this course? Why?
2. What surprised you?
3. What challenged you?
4. What successes are you most proud of?
5. What could have gone better?
6. What did you learn?
7. How have you grown?
8. How are you right now? How would you describe your emotional well-being at this moment, and why?

Task 3

Share your answers with others. See if you've had anything in common.

What can you learn from each other?

ROADMAP. LESSON 1



1. Watch the video of the lesson



2. Learn the Vocabulary



3. Do the exercises.



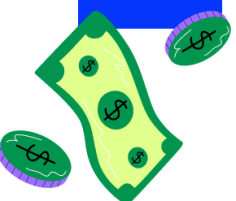
4. Complete the texts with the words from the Vocabulary

1. Alison: "My parents give me an 1) _____, but I also try to make money through part-time jobs. I want to buy my own car one day, and this goal keeps me motivated and helps prioritize my spendings. I try not to spend too much on things that aren't 2) _____, like snacks, cinema, or clothes, and to set aside as much as I can every month so that I achieve my goal sooner. My friends don't understand this, they always say that I should have fun while I'm young. But I enjoy saving money and my goal is important for me."

2. Niki: "I don't really see the point in saving a lot right now. I think it's more important to enjoy life while you're young. I get an allowance and sometimes work during the summer to 3) _____ money, but I don't stress about saving for anything big yet. I know I should probably keep 4) _____ of how much money I spend, but I'd rather just live in the moment and not worry about it too much."

3. Den: "I think it's important to find a balance when it comes to personal finance. Sure, you don't want to be the person who's always 5) _____, but at the same time, you should enjoy your money while you're young. I don't make any money on my own yet, I only get an allowance from my parents, but I still like to 6) _____ track of how much I spend and set 7) _____ some money for savings. This helps me to buy the big things I want, like new headphones, for example, or a smartwatch. I don't save for emergencies, though, because my parents take care of such things."

5. Which of these opinions is more similar to yours? Write a similar paragraph about yourself.



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ROADMAP. LESSON 2

1. Watch the video with the grammar of the lesson



2. Do the exercises



3. Analyze the video and the exercises and make the lists of verb patterns

1. Verbs followed by V-ing: *enjoy*,
2. Verbs followed by to infinitive: *want*,
3. Verbs followed by object + to infinitive: *allow*,
4. Verbs followed by infinitive without to: *can*,

5. Record an audio or a video with your answers to the questions below.
Use the verb patterns in your answers

- What are some things you can't afford to buy right now, and do you plan to save for them?
- How do you decide to spend your allowance or money from a part-time job?
- What are some financial goals you hope to reach?
- How can parents or teachers teach teenagers to handle money responsibly?
- What financial skills do you think you could teach your friends?
- Do your parents allow you to spend money as you wish, or do they have strict rules?
- What are some things that you don't mind saving money on?

Відповіді

Вхідний тест з англійської мови

1. C
2. C
3. C
4. B
5. A
6. C
7. A
8. A
9. B
10. B
11. B
12. B
13. A
14. A
15. B

Вихідний тест з англійської мови

- | | |
|-------|-------|
| 1. A | 16. A |
| 2. A | 17. B |
| 3. C | 18. B |
| 4. C | 19. C |
| 5. B | 20. A |
| 6. C | 21. B |
| 7. C | 22. A |
| 8. A | 23. C |
| 9. A | 24. C |
| 10. B | 25. A |
| 11. A | |
| 12. B | |
| 13. C | |
| 14. C | |
| 15. C | |



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